

Orange County Public Schools

Sunrise Elementary



2022-23 Schoolwide Improvement Plan

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Sunrise Elementary

101 LONE PALM RD, Orlando, FL 32828

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

Demographics

Principal: Alejandra Brinzo

Start Date for this Principal: 5/30/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (64%) 2017-18: B (60%)
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 was approved by the Orange County School Board on 1/24/2023.

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

101 LONE PALM RD, Orlando, FL 32828

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

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-5	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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
Brinzo, Alejandra	Principal	<p>Principal: Manages all school operations and functions of the school; assists teachers with data-based decision making skills to ensure school-based data is being utilized and implemented correctly and continuously throughout the year; develops and administers policies and procedures that provide a safe and effective learning environment; visible in the community and recognized as an instructional leader; follows and implements all district guidelines and instructional initiatives; maintains timely and accurate information and all assessments on all staff members; purchases curriculum, current technology, and other necessary resources to enable the teachers to perform their job effectively.</p> <p>Select General Education Teachers (Primary and Intermediate): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/ intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.</p> <p>Exceptional Student Education (ESE) Teachers: Participates in student data collection; integrates core instructional activities/ materials into instruction with struggling students, and collaborates with general education teachers through activities.</p>
Waltz, Ginger	Curriculum Resource Teacher	<p>CRT and Instructional Coach develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on curriculum/ behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered struggling learners; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Each resource teacher is to support technology programs in their area.</p>
Rogers, Dana	Instructional Coach	<p>CRT and Instructional Coach develop, lead, and evaluate school core content standards/ programs; identify and analyze the existing literature on curriculum/ behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered struggling learners; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.</p>

Name	Position Title	Job Duties and Responsibilities
Rivera, Jorian	Staffing Specialist	Staffing Specialist collects, interprets and analyzes data; facilitates development of intervention plans, provides support for intervention and assists with the different types of documentation. He works with the ESE team of teachers to review the curriculum, assessment, and instruction. They help develop IEP plans, EP plans and 504 plans.
Turnbull, Margaret	Dean	The dean works with the instructional team to implement positive behaviors support and restorative practices to minimize negative behaviors that can be a distraction to other or harmful. She follows the OCPS student code of conduct when addressing discipline. The dean also co-chairs the Partners in Education initiative.
Griffin, Wendy	School Counselor	The guidance counselor promotes mental health and wellness initiatives at the school. She leads our Threat Assessment team, as well as leads groups based on students' needs, i.e. anxiety, divorce, social pressures, and social skills. The guidance counselor works with other student service staff to provide students with counseling needs and resources.
Kiem, Melanie	Instructional Media	The media specialist supports District and school-wide initiatives implemented by the leadership and instructional staff. As the technology leader, she coordinates all digital media, and provides guidance on the digital devices for staff, parents and students. Additionally, she facilitates several reading programs the promote literacy.

Demographic Information

Principal start date

Monday 5/30/2022, Alejandra Brinzo

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.*

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.*

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

478

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

1

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

7

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	57	65	85	79	91	80	0	0	0	0	0	0	0	457
Attendance below 90 percent	0	8	11	11	9	8	0	0	0	0	0	0	0	47
One or more suspensions	0	2	1	0	0	2	0	0	0	0	0	0	0	5
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 2022 statewide FSA ELA assessment	0	0	0	0	7	8	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	7	8	0	0	0	0	0	0	0	15

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	0	0	0	5	8	0	0	0	0	0	0	0	13

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

Date this data was collected or last updated

Monday 7/11/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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	77%	56%	56%				73%	57%	57%
ELA Learning Gains	73%						63%	58%	58%
ELA Lowest 25th Percentile	49%						63%	52%	53%
Math Achievement	77%	46%	50%				73%	63%	63%
Math Learning Gains	62%						65%	61%	62%
Math Lowest 25th Percentile	33%						45%	48%	51%
Science Achievement	77%	61%	59%				68%	56%	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	78%	55%	23%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	55%	57%	-2%	58%	-3%
Cohort Comparison		-78%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	76%	54%	22%	56%	20%
Cohort Comparison		-55%				

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	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	66%	63%	3%	64%	2%
Cohort Comparison		-79%				
05	2022					
	2019	69%	57%	12%	60%	9%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	54%	13%	53%	14%
Cohort Comparison						

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	29	33	36	36	33						
ELL	52	67		50	50	40	67				
ASN	80			93							
BLK	60			60							
HSP	65	76	71	65	57	33	70				
WHT	84	70	21	82	67	27	88				
FRL	67	84	79	62	54	44	67				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17			22							
ELL	70	82		63	45		60				
ASN	92			100							
BLK	46			54							
HSP	70	65		64	38		65				
WHT	81	60		79	57		65				
FRL	65	64	50	52	32	18	41				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	35	31	24	41	33					
ELL	46	69	60	49	63	64	33				
ASN	89			95							
BLK	42			50							
HSP	66	60	56	60	58	56	47				
WHT	77	65	86	81	74	46	85				
FRL	54	46	52	49	51	45	46				

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	65
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	68
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	63
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	65
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?

After reviewing the data, the trend that emerges across grade levels is students with disabilities are not demonstrating adequate proficiency. FSA data indicates students with disabilities are performing lower than their peers in ELA and Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students with disabilities in the lowest 25% showed a 52% proficiency in ELA. Students with disabilities in the lowest 25% showed a 45% proficiency in Math. These are the areas of greatest need for improvement at Sunrise Elementary.

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

Student schedules and support service schedules were constricted due to staffing allocations (part time support). Additionally, students were scheduled in homogenous groups to accommodate the schedule which proved not to be conducive to student growth. Lastly, students were still recovering from learning gaps due to the previous year.

With ESSER funds, we were able to staff two full-time interventionist teachers. Additionally, we made staffing specialist and support facilitation positions full-time, from part time. To ensure efficient ESE support, schedules have been changed to heterogeneous grouping. Teachers will be provided with additional professional development opportunities to close learning gaps. Teachers will engage in Orton Gillingham and SIPPS PD's.

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

During the 2021-22 school year, data indicates that 5th grade Science scores showed the most improvement. During the 2020-21 school year, 63% of students demonstrated proficiency on the FSA Science exam. Scores increased by 14%. Recent state scores show that 77% of students are proficient in Science.

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

Changes in staffing contributed to this success. Additionally, the school purchased Study Island for 4th grade. Therefore, 4th and 5th grade teachers used Study Island as a supplement to reinforce Science standards.

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

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

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

Teachers will be provided professional development in Intervention Resources, small group instruction, academic discourse, BEST Standards, SEL, Orton Gillingham and SIPPS.

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

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

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

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

Improve student performance for Students with Disabilities in ELA. The rationale is to improve students learning for our students with disabilities. FSA data shows that 30% of SWD were proficient in ELA.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

Our current proficiency for students with disabilities in the lowest 25% is 30% in ELA.

Our intended outcome is to increase from 30% to 50%.

Monitoring:

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

Administration walk-throughs during intervention and enrichment to monitor instruction

Students will be provided acceleration when appropriate. Data meetings will occur weekly to discuss progress and brainstorm strategies. All faculty members will be trained and utilized to help provide interventions.

Person responsible for monitoring outcome:

Alejandra Brinzo (alejandra.brinzo@ocps.net)

Evidence-based Strategy:

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

Small group instruction in Reading must occur in all grade levels. Professional development in SIPPS and Orton Gillingham will be provided in small group instruction and intervention. Interventions for grades 1-5 will start immediately based on the prior year's data. Kindergarten will start interventions and graphing after their first progress-monitoring assessment.

Rationale for Evidence-based Strategy:

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

The rationale for selecting these strategies is to increase proficiency in Reading for students with disabilities. The resources used are SIPPS, Orton Gillingham, Phonics for Reading and A-Z Learning. Materials selected are research-based with targeted lessons based on state standards.

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.

An interventionist will be working individually with students who are not demonstrating Reading proficiency using strategies from SIPPS and Orton Gillingham.

Person Responsible

Alejandra Brinzo (alejandra.brinzo@ocps.net)

Teachers, instructional leaders and administration will meet weekly to discuss the student performance data, as well as make instructional decisions.

Person Responsible

Dana Rogers (dana.rogers@ocps.net)

#2. 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.

Improve learning gains in Math. Based on the 2021-22 FSA Math data, 62% of the students demonstrated learning gains. By focusing on increasing learning gains, all students will be targeted for growth, including students in the bottom quartile and bubble students.

Measurable Outcome:

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

Based on the FSA Math data for the 2020-2021 school year, 62% of students school-wide demonstrated learning gains. For the 2022-2023 school year, Sunrise will increase learning gains in Math from 62% to 70%.

Monitoring:

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

Administration walk-throughs during intervention and enrichment to monitor instruction

Students will be provided acceleration when appropriate. Data meetings will occur weekly to discuss progress and brainstorm strategies. All faculty members will be trained and utilized to help provide interventions.

Person responsible for monitoring outcome:

Alejandra Brinzo (alejandra.brinzo@ocps.net)

Evidence-based Strategy:

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

Small group instruction in Math must occur in all grade levels. Professional development will be provided in small group instruction, intervention and acceleration. Interventions for grades 1-5 will start before the first progress monitoring assessment based on the prior year's FSA data. Kindergarten will start interventions and graphing, after the first progress monitoring assessment.

Rationale for Evidence-based Strategy:

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

The rationale for selecting these strategies is to increase learning gains in math for all students. The resources used are IXL Math and Reflex Math. Materials selected are research-based with targeted lessons based on state standards.

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.

Implement a school-wide Math focus time in which students will engage in an uninterrupted 25 minutes of Reflex Math.

Person Responsible

Alejandra Brinzo (alejandra.brinzo@ocps.net)

#3. Positive Culture and Environment specifically relating to SEL**Area of Focus****Description and Rationale:**

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

After reviewing student data according to the Panorama survey, the lowest scoring topic is School Climate. In analyzing the question results, this is due to distractions due to negative behaviors and disrespect. Additionally, students conveyed that they had trouble describing their feelings and navigating disagreements.

Measurable**Outcome:**

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

The Panorama Student Survey shows that 68% of the students rated School Climate favorably. This a 9% decrease from the previous year. It is our goal to return to a a 77% favorable rating by next year.

Monitoring:

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

Our school has hired a dean and guidance counselor who will help students minimize negative behaviors. We plan to implement PBS strategies and conflict resolution with SEL strategies and practices. There will be multiple SEL professional developments offered to teachers to embed strategies in the classroom.

Person responsible for monitoring outcome:

Alejandra Brinzo (alejandra.brinzo@ocps.net)

Evidence-based**Strategy:**

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

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

Rationale for Evidence-based**Strategy:**

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

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

Action Steps to Implement

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.

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

Person Responsible Alejandra Brinzo (alejandra.brinzo@ocps.net)

Implement a school-wide SEL curriculum and PBS strategies

Person Responsible Alejandra Brinzo (alejandra.brinzo@ocps.net)

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.

In order to establish a positive school culture and climate, Sunrise will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, Sunrise will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, Sunrise will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from Sunrise, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families based on school and community needs. The school leadership team will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Sunrise will utilize staff to bridge the community and school, connect families with resources and build a culture for authentic family engagement in school staff.

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

School teachers and staff members develop communication materials, websites, mailing lists that focus on school climate and implement the social-emotional curriculum.
 Students participate in lessons, small groups and clubs that focus on social-emotional learning.
 Parents provide support to teachers and students.
 SAC provides input on the SIP goals regarding social-emotional learning.
 PTA provides activities and events to support social-emotional learning.
 PIE provides materials when needed for social-emotional learning.