

Sunray Elementary School

4815 SUNRAY DR, Holiday, FL 34690

www.pasco.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	30

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Sunray Elementary School Mission is to involve staff, parents, students and community members in the education of every child. We will strive to develop productive, self-confident, 21st century learners within a safe and nurturing environment.

Provide the school's vision statement

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of each school year, teachers facilitate student surveys in order to learn about student interests, learning styles and preferred classroom collaboration. A new student orientation is held on a monthly basis and students are taken on a tour of the school as well as learning about our Positive Behavior System program. New families are welcomed into our school and front office staff makes every attempt to make families feel comfortable and part of the Sunray family.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Sunray Elementary uses the Positive Behavior System program which was initiated by the University of South Florida. Students are motivated to respond to difficult situations with a positive and proactive response due to outside positive incentives. Through this program, students receive positive recognition for respectful and responsible behavior in all areas of the school. Students in the classroom have safe areas to go to when they are struggling and are taught how to use kind words to others. Students who still may need additional intervention with behavior are identified to be part of the Mentor/Mentee program. These students are partnered up with a staff member who visits them on campus and participates in a monthly fun activity with them. For students who may need even further intervention, a "Check-In, Check-Out" program is available to students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

As described above, Sunray Elementary uses the Positive Behavior System program which was initiated by the University of South Florida. All classrooms make use of intervention reports, in which the behavior is modified within the classroom, but the incident is documented and reported to administration. On a monthly basis, the Student Success Team will meet to discuss current trends in behavior as well as problem-solving solutions to such trends in behaviors. Students are also motivated to respond to difficult situations with a positive and proactive response due to outside positive incentives. Through this program, students receive positive recognition for

respectful and responsible behavior in all areas of the school. Students in the classroom have safe areas to go to when they are struggling and are taught how to use kind words to others.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Through the use of the Positive Behavior System, Sunray Elementary focuses on areas of social behavior on a monthly basis. This is called the P.B.S. Skill of the Month. The skill is reviewed on the morning show, and the skill is also posted in every classroom on campus. A mentoring program is also offered to students who have been identified with such needs and the school offers a monthly themed celebration to recognize student success. For students who may need even further intervention, a "Check-In, Check-Out" program is available to students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Schools have access to Pasco Star which provides access to disaggregated data tied to the district's Early Warning System. (EWS) This database will show connections across data and provide a foundation for next step action planning discussions.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	7	9	10	7	7	43
One or more suspensions	7	4	3	10	6	1	31
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	24	21	60

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	11	12	19	13	7	71

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are reviewed and discussed on a weekly basis during the Teacher Intervention Team (TBIT). Based on individualized need, interventions are identified and implemented with students for a set amount of time. Data is reviewed, and interventions are modified to meet the needs of students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Yerkey, Lee Anne	Principal
Hinton, Beth	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS Leadership Team reviews demographic, academic, and behavioral data to determine programs and school wide needs to be implemented into the School Improvement Plan. They also plan for interventions, develop supports, and follow up on individual student progress. In addition, the team identifies professional development needs in order for Rtl interventions to be successful.

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical Rtl infrastructure already established and/or in need of development and provide plan for building capacity
- Analysis of school wide and grade-level data in order to identify student achievement trends
- Analysis of disaggregated data in order to identify trends and groups in need of intervention
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment)
- Development of data review plans, supports, and calendars
- Development of processes to ensure intervention fidelity
- Review of progress monitoring data
- Planning for interventions (academic and behavioral)
- Assessment of Rtl implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI))
- Assessment of school staff's skill development (Rtl Skills Survey)

- Development of professional development/technical assistance plan to support Rtl implementation that includes Positive Behavior Support (PBS)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team/School Based Intervention Team meets on a weekly basis to discuss concerns and interventions to make students successful. The team problem-solves and reviews practices to assess and assist with skill development. Follow-up regarding interventions occurs approximately 3 weeks after an intervention has been put into place. If successful, the intervention continues; if not, the intervention is changed or adjusted to better meet the needs of the individual students. The MTSS Team

also provides technical and professional development to staff to support Rtl.

- Review of universal screening data
- Review of progress monitoring data
- Planning for interventions
- Assessment of Rtl implementation progress (Self-Assessment of Problem Solving Implementation)
- Assessment of school staff's practices and skill development(Rtl Skills and Rtl Perception of Practices Surveys)

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Vicki Rowland	Teacher
Tammy Sutula	Teacher
Lee-Anne Yerkey	Principal
J.J. Grace	Teacher
Darcy Brandt	Teacher
Jennifer Jaworski	Teacher
Gail Conigliaro	Business/Community
Adrianna Danwing	Parent
Chris Eisle	Parent
Lisa Robson	Business/Community
Rachel Boehmer	Education Support Employee
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the 2013-2014 school year, summer curriculum workgroups presented information about implementation of new processes that would positively affect student achievement. The finalized 2013-2014 school improvement plan was shared along with brochures that highlighted key goals associated with the plan. Throughout the school year, benchmark assessment data was reviewed with the group, and feedback was given as to next steps for the upcoming school year. This feedback was used in preparation for the creation of the 2014-2015 school year school improvement plan.

Development of this school improvement plan

During the 2013-2014 school year, summer curriculum workgroups presented information about implementation of new processes that would positively affect student achievement. The finalized 2013-2014 school improvement plan was shared along with brochures that highlighted key goals associated with the plan. Throughout the school year, benchmark assessment data was reviewed with the group, and feedback was given as to next steps for the upcoming school year. This feedback was used in preparation for the creation of the 2014-2015 school year school improvement plan.

Preparation of the school's annual budget and plan

A comprehensive needs assessment plan was created in preparation for annual Title 1 budget and funds planning. This information will be shared with the SAC members and purchases directly related to student achievement will be shared with committee members.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds will be utilized to provide substitutes for classroom teachers. During this release time, teachers will analyze current assessment data and problem-solve interventions as well as enrichment to strengthen student achievement. Funds will also be used to support our school-wide Positive Behavior System initiative.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Yerkey, Lee Anne	Principal
Hinton, Beth	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

2. Using Walkthrough data to guide our professional development with CORE instruction
3. Promoting the enhancement of Project-Based Learning
4. Researching, promoting and including Literature Circles and Reader's Workshop to increase independent reading time
5. Promoting an independent reading time with teacher conferencing
6. Integrating STEM into authentic Project-Based Learning experiences

7. Planning and facilitating instruction at a deeper level to promote enrichment.
8. Building classroom libraries to offer students more selection during independent reading time
9. Continue and support school wide initiative of student reading conferences
10. Assisting all grade levels with the implementation of Common Core Standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided exclusive time for grade level PLC planning time on a weekly basis. This time has been created into the master schedule to allow for longer periods of collaboration and planning. Teachers are supported by administration and coaching staff during these meetings. Teachers are also provided substitutes on a quarterly basis to use an entire day to analyze data and plan instruction. During the 2014-2015 school year, the school will use a model of "flipped" professional development in which teachers are provided the knowledge-base information prior to meetings. During meeting time, teachers will interact and discuss how they will use this new knowledge to inform instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. All applicants go through an extensive screening process to ensure that they are the most highly qualified teacher for the position. District, Principal Ongoing
2. Each teacher new to the profession is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education. This mentor works side by side with the beginning teacher, providing support, resources, observation and coaching sessions, and technical advice on an ongoing basis.

Mentors, Administration, PLC Facilitators

3. New teacher support groups are provided monthly. Administrators routinely meet with mentors and mentees to provide coaching and support. Mentors, Administration, PLC Facilitators

4. In addition, all teachers receive support from team members, PLC Facilitators, specialists, administrators and district staff.

Mentors, Administration, PLC Facilitators

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each beginning teacher will be assigned a mentor for the 2014-2015 school year. Mentors have three or more years of successful teaching experience, work at the same school, hold a professional certificate and are trained in Clinical Education. Mentors are carefully selected to match the teaching assignment and/or needs of the beginning teacher. Our pairings are thoughtful with taking into consideration a mentor who would have the experience, confidence, and expertise in the same, if not past experience in the same grade level. Weekly conferencing, collaborative planning, reflecting on instruction, and orientating the new teacher to systems and procedures of the school are current planned activities. The mentor may also use the coaching cycle to model lessons and discuss best practice strategies to support growth of the teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers, instructional support staff and administration make use of the curriculum guides that are provided by district staff. These guides, in addition to other varied resources, are used as a starting point when planning lessons during Professional Learning Community (PLC) planning sessions. All planned lessons are tied to the Florida Standards and curriculum is integrated when appropriate. Professional Learning Communities use planning time to review and modify common assessments in order to ensure alignment to standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students are discussed on a weekly basis during the Teacher Based Intervention Team meetings. During these meetings, the teachers discuss and analyze current student achievement and behavioral data. Academic and behavioral interventions are planned and implemented based on the needs of the student. These interventions are specific to the student and the skill deficit. Interventions are in addition to the core curriculum.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

Pasco County School Board provides additional funds to support the use of and Extended School Day program. Extended School Day provides support for low-achieving students in the area of reading.

Strategy Rationale

Intensive support of instruction in addition to the core curriculum will provide additional remediation for struggling students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hinton, Beth, ehinton@pasco.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed from two online diagnostic programs. Independent Level Reading Assessment is a diagnostic tool that targets gaps in reading skill sets. iRead is an online adaptive reading program that uses the diagnostic information to re mediate students using interactive modules and games.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Sunray Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge and Phonological Awareness/Processing.

Student data will be collected through the use of the IRLA online system as well as class observation. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

In order to help

children transition into elementary school from preschool environments, we sent our kindergarten team leader out to preschools to inform parents of our registration days and pre-screen students to better understand their academic abilities. This information was then used to help group children and create class lists that best meet the academic needs of the students. Our guidance counselor and a select group of staff conducted an orientation for students and parents during the summer to give them

materials and tips for activities to help their children be better prepared for kindergarten. During Eager Explorer Camp (kindergarten readiness camp), teachers had the opportunity to do additional informal assessments and gather parental input. In addition, a kindergarten readiness camp was offered this year. A nine-day camp was offered to children entering kindergarten in the fall. Students in need of early reading intervention were given the opportunity for more intensive individualized instruction. Social skills and Positive Behavior Support (PBS) initiatives were included in the curriculum of the camps and taught by our guidance counselor.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Offer inspiring and challenging activities that maximizes student achievement.
- G2.** Integrated writing across content to solidify student learning and increase writing skills in response to text
- G3.** Building Capacity for Standards-Based Instruction to drive student growth and achievement using real-world experiences

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Offer inspiring and challenging activities that maximizes student achievement. 1a

G050979

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	5.0
AMO Reading - All Students	66.0
AMO Math - All Students	59.0
FAA Writing Proficiency	50.0
FAA Science Proficiency	50.0

Resources Available to Support the Goal 2

- Teacher leaders in the school
- Mentors in the area of technology
- Multiple video and online resources to support professional development in these areas

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of online resources to increase student engagement
- Philosophy of teacher-led delivery vs. facilitator and activator of student learning
- Limited confidence in the use of technology
- Motivation to loosen "control" in the classroom

Plan to Monitor Progress Toward G1. 8

Common Unit Assessment and Benchmark data will be reviewed by grade level teams to monitor progress towards student achievement target

Person Responsible

Beth Hinton

Schedule

Monthly, from 12/5/2014 to 6/5/2015

Evidence of Completion

Common Unit Assessment and Benchmark data

G2. Integrated writing across content to solidify student learning and increase writing skills in response to text 1a

G050980

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0
AMO Reading - All Students	66.0

Resources Available to Support the Goal 2

- Varied curriculum resources such as Pearson Ready GEN, District provided writing rubrics and school-based anchor charts

Targeted Barriers to Achieving the Goal 3

- Need for professional development in project-based learning
- Pulse on technology integration
- Limited use of interactive notebooks and response to text

Plan to Monitor Progress Toward G2. 8

Grade level unit common assessments and benchmark assessments will be used to gauge progress towards student achievement targets.

Person Responsible

Lee Anne Yerkey

Schedule

Monthly, from 12/1/2014 to 6/5/2015

Evidence of Completion

Common assessment data and benchmark assessment data

G3. Building Capacity for Standards-Based Instruction to drive student growth and achievement using real-world experiences 1a

G050981

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Math - All Students	59.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

- Transition from the textbook as a guide to standards-driven instruction and use of textbook as a resource
- Most instruction is still at a level 1-2 complexity
- Lack of deep learning goals that involve creation and use of new knowledge with real world experiences

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Offer inspiring and challenging activities that maximizes student achievement. **1**

 G050979

G1.B1 Limited knowledge of online resources to increase student engagement **2**

 B128008

G1.B1.S1 Coaching in the area of online resources that can be used in the classroom to activate student learning **4**

 S140143

Strategy Rationale

Need for new knowledge and application of online tools to activate student engagement

Action Step 1 **5**

Administrators, coaches and mentor teachers will model and instruct on the effective use of online resources that can be used to activate and engage students to further deepen their learning.

Person Responsible

Lee Anne Yerkey

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Evidence will be shown in the area of lesson plans, PLC agendas and PLC meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson plans, PLC Agendas and PLC meeting notes will be reviewed to monitor use of effective online resources.

Person Responsible

Lee Anne Yerkey

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, PLC Agendas and PLC Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Use of CANVAS online learning platform for resources and discussion boards to activate student learning 4

 S140144

Strategy Rationale

Use of online technology as a central "warehouse" will increase communication and discussion of new technologies.

Action Step 1 5

Teachers will transition to the use of CANVAS as an online learning platform for students.

Person Responsible

Beth Hinton

Schedule

On 6/5/2015

Evidence of Completion

Students will transition to use of CANVAS for online, interactive activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Ongoing coaching will be provided during weekly PLC planning sessions.

Person Responsible

Beth Hinton

Schedule

Biweekly, from 9/19/2014 to 6/5/2015

Evidence of Completion

Evidence of effective online activities for students

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration and coaches will have access to CANVAS student courses and will monitor for effective implementation.

Person Responsible

Beth Hinton

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Evidence of effective online student activities

G1.B4 Motivation to loosen "control" in the classroom 2

 B128011

G1.B4.S1 Comparative analysis of classroom data and instructional strategies that maximize student achievement 4

 S140150

Strategy Rationale

Data needs to be the driving force behind ongoing planning and implementation of best practice strategies.

Action Step 1 5

Ongoing planning and disaggregation of data during grade level and vertical PLC groups. Data will be posted in the PLC planning room on a biweekly basis.

Person Responsible

Beth Hinton

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data will be posted in the PLC planning room as well as extensive meeting notes taken on action steps for planning.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data will be evident in the PLC planning room. Meeting Agendas and notes will be gathered by administration on a biweekly basis.

Person Responsible

Beth Hinton

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. Integrated writing across content to solidify student learning and increase writing skills in response to text

1

 G050980

G2.B2 Need for professional development in project-based learning 2

 B128013

G2.B2.S2 Project-based Humanities units with a heavy focus in writing 4

 S140152

Strategy Rationale

Continued need for a focus in writing as a response to text

Action Step 1 5

During PLC planning, teams will discuss use of project-based activities which will include integration of content and focus of writing in response to text.

Person Responsible

Lee Anne Yerkey

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, PLC Agendas and PLC meeting notes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration and coaches will monitor for fidelity of implementation through school-wide walkthroughs, PLC agendas and meeting notes. Administration and coaches will participate in weekly PLC planning sessions to monitor for fidelity, provide support and provide appropriate resources.

Person Responsible

Lee Anne Yerkey

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Walkthrough data with use of ELA evidence guide, PLC Agendas and planning notes and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

PLC facilitator group will review data to monitor change in student achievement outcomes.

Person Responsible

Lee Anne Yerkey

Schedule

Monthly, from 12/4/2014 to 6/5/2015

Evidence of Completion

Unit and Benchmark assessments

G3. Building Capacity for Standards-Based Instruction to drive student growth and achievement using real-world experiences **1**

 G050981

G3.B1 Transition from the textbook as a guide to standards-driven instruction and use of textbook as a resource **2**

 B128016

G3.B1.S1 PLC facilitators will meet weekly to design structure of PLC planning with an emphasis on the Florida Standards. **4**

 S140160

Strategy Rationale

Continued communication of expectations will raise efficiency of planning time and a shared vision will continue throughout the school.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Pasco - 0072 - Sunray Elementary School - 2014-15 SIP
Sunray Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administrators, coaches and mentor teachers will model and instruct on the effective use of online resources that can be used to activate and engage students to further deepen their learning.	Yerkey, Lee Anne	9/1/2014	Evidence will be shown in the area of lesson plans, PLC agendas and PLC meeting notes.	6/5/2015 monthly
G1.B1.S2.A1	Teachers will transition to the use of CANVAS as an online learning platform for students.	Hinton, Beth	9/5/2014	Students will transition to use of CANVAS for online, interactive activities.	6/5/2015 one-time
G1.B4.S1.A1	Ongoing planning and disaggregation of data during grade level and vertical PLC groups. Data will be posted in the PLC planning room on a biweekly basis.	Hinton, Beth	9/2/2014	Data will be posted in the PLC planning room as well as extensive meeting notes taken on action steps for planning.	6/5/2015 biweekly
G2.B2.S2.A1	During PLC planning, teams will discuss use of project-based activities which will include integration of content and focus of writing in response to text.	Yerkey, Lee Anne	9/1/2014	Lesson Plans, PLC Agendas and PLC meeting notes	6/5/2015 weekly
G3.B1.S1.A1	[no content entered]			one-time	
G1.MA1	Common Unit Assessment and Benchmark data will be reviewed by grade level teams to monitor progress towards student achievement target	Hinton, Beth	12/5/2014	Common Unit Assessment and Benchmark data	6/5/2015 monthly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Lesson plans, PLC Agendas and PLC meeting notes will be reviewed to monitor use of effective online resources.	Yerkey, Lee Anne	9/1/2014	Lesson Plans, PLC Agendas and PLC Meeting notes	6/5/2015 monthly
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	Data will be evident in the PLC planning room. Meeting Agendas and notes will be gathered by administration on a biweekly basis.	Hinton, Beth	9/2/2014		6/5/2015 biweekly
G1.B1.S2.MA1	Administration and coaches will have access to CANVAS student courses and will monitor for effective implementation.	Hinton, Beth	9/5/2014	Evidence of effective online student activities	6/5/2015 monthly
G1.B1.S2.MA1	Ongoing coaching will be provided during weekly PLC planning sessions.	Hinton, Beth	9/19/2014	Evidence of effective online activities for students	6/5/2015 biweekly
G2.MA1	Grade level unit common assessments and benchmark assessments will be used to gauge progress towards student achievement targets.	Yerkey, Lee Anne	12/1/2014	Common assessment data and benchmark assessment data	6/5/2015 monthly
G2.B2.S2.MA1	PLC facilitator group will review data to monitor change in student achievement outcomes.	Yerkey, Lee Anne	12/4/2014	Unit and Benchmark assessments	6/5/2015 monthly
G2.B2.S2.MA1	Administration and coaches will monitor for fidelity of implementation through school-wide walkthroughs, PLC agendas and meeting notes. Administration and coaches will participate in weekly PLC planning sessions to monitor for fidelity, provide support and provide appropriate resources.	Yerkey, Lee Anne	9/2/2014	Walkthrough data with use of ELA evidence guide, PLC Agendas and planning notes and lesson plans	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Offer inspiring and challenging activities that maximizes student achievement.

G1.B1 Limited knowledge of online resources to increase student engagement

G1.B1.S2 Use of CANVAS online learning platform for resources and discussion boards to activate student learning

PD Opportunity 1

Teachers will transition to the use of CANVAS as an online learning platform for students.

Facilitator

Ghelder Arriaga

Participants

Instructional Staff

Schedule

On 6/5/2015

G1.B4 Motivation to loosen "control" in the classroom

G1.B4.S1 Comparative analysis of classroom data and instructional strategies that maximize student achievement

PD Opportunity 1

Ongoing planning and disaggregation of data during grade level and vertical PLC groups. Data will be posted in the PLC planning room on a biweekly basis.

Facilitator

District Office/ Office of Professional Development

Participants

PLC Facilitators and coaches

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0