



## Sunrise Park Elementary School

19400 CORAL RIDGE DR, Boca Raton, FL 33498

[www.edline.net/pages/sunrise\\_park\\_elementary\\_school](http://www.edline.net/pages/sunrise_park_elementary_school)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
29%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
38%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Sunrise Park Elementary School community is dedicated to providing a high-quality education with excellence that empowers all of our students to reach their academic potential and our staff is committed to promoting the knowledge and skills necessary for students to be global citizens.

##### Provide the school's vision statement

The Sunrise Park Elementary School community is committed to using differentiated teaching methods and incorporating the latest technology to ensure academic achievement and growth for all students while providing a safe and positive environment that fosters lifelong learning.

#### School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Sunrise Park utilizes School-Wide Positive Behavior Systems (SWPBS) to establish a positive culture that highlights student and staff achievements. Our R.I.S.E. committee, consisting of teachers, staff, and parents, contribute to the success of the program. At monthly faculty meetings, the R.I.S.E. committee provides updates and data to the staff. This is used to drive decisions made regarding the improvement of our school climate. Sunrise Park recognizes the successes of our students and staff, which promotes a positive school climate. School-wide events Identify and engage school community stakeholders, SAC, PTA, and aftercare. Our supportive PTA contributes to the positive climate of the school and encourages community involvement in school events. The school encourages the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students. Sunrise Park embeds cultural activities within curriculum and daily course work such as Reading selections, writing prompts, and student projects.

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

At Sunrise Park, students feel safe and respected in all areas of the school and in all settings throughout the day. Students are supported in a variety of ways, providing guidance in small-group settings that are determined based on the social and emotional needs of the students. Such groups include lunch bunch, divorce group, and grievance groups. There are also many supports available to students through school-based and community resources that include Listen to Children mentors, other outside agencies, as well as Sunrise Park's mentoring program. The school articulates, demonstrates, and teaches the specific practices that reflect the application of Sunrise Park's R.I.S.E. (SwPBS) program to the contexts students will encounter before, during, and after school. Students are rewarded for displaying the weekly R.I.S.E. traits. These traits are expected to be followed on all areas of the campus at all times before, during, and after school. The school involves non-

instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. The R.I.S.E. committee meets monthly to review data and make improvements when necessary. Administration provides professional development through the Marzano Domain 4 to improve collegiality and promote a positive environment. In addition, there are pre and post conferences between the administration and the teachers that provide the most productive and supportive process of instruction.

**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**

Sunrise Park has established an elaborate SwPBS program called R.I.S.E. The school teaches the matrix of behavior expectations to ensure students and families are aware of school expectations. Assemblies are conducted twice a year and the matrix is provided in the students' planners for their reference. The R.I.S.E. team reviews classroom data to ensure students are engaged while in class. The school ensures differentiation of instruction is taking place to meet the needs of all learners. Teachers will convey and review expectations for each learning activity. The teachers and staff constantly make references to Universal Guidelines and behavioral expectations when providing students with positive feedback. Students are recognized weekly on our morning news program called WSUN. The guidance counselor develops and implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**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**

Sunrise Park ensures the social-emotional needs of all students are being met through various services. The School Based Team meets weekly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns; school-wide mentoring program where teachers check-in with their mentees, establishing positive interaction and feedback throughout the school day. The school connects students with outside agencies who have cooperative agreements on campus. Sunrise Park engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student and school need. The school includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### 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**

Sunrise Park utilizes data systems such as EDW and SAGES to identify students who have attendance, behavioral or academic concerns. Attendance is reviewed and contact is made with the home. After 15 days, a meeting is requested with the School Based Team (SBT) to develop a plan to get the child to school. Suspensions are not a major issue at Sunrise Park but, when there is a reoccurring situation, each case is dealt with specifically. Students who are referred to SBT are assessed to determine if the academic process is hindered by their attendance and/or behavior. Level

1 students are identified through EDW/Performance Matters for both state and county standardized assessments in Math and English Language Arts.

**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	14	12	9	12	9	23	79
One or more suspensions	1	1	0	1	1	1	5
Course failure in ELA or Math	32	29	27	1	0	3	92
Level 1 on statewide assessment	0	0	0	26	11	24	61

**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	6	8	4	3	2	5	28

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

Students are identified from the data collected from the EDW reports. This data then determines the students that would receive iii, SAI, tutorials, LLI, Foundations, Wilson, and other services. Parents are notified and sign a Progress Monitoring Plan throughout this process. Students are then brought to the School Based Team to begin the Response to Intervention process. This occurs for all students in the school regardless of the amount of the early warning indicators. After going through the Tiers at each level, students may then be referred to the Child Study Team.

**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?**

No

**PIP Link**

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

**Description**

Sunrise Park solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems, ensure non-threatening methods of introducing parents to teachers and administrators during Open House, curriculum night, etc., offers fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology; communicates classroom and school news to parents through newsletters, Edline, callouts, and Facebook. The school offers mentoring for beginning teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. Sunrise Park teachers send

positive notes and letters and makes phone calls home.  
 85% of our parent population will attend Curriculum Night and Literacy Night.  
 90% of the parents of ELL will attend the PLC meetings offered two times during the school year.  
 90% of the parents of SWD will attend their annual IEP meeting  
 100% of the parents of students performing below grade level will attend at least one parent conference

**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**

Sunrise Park has many business partnerships throughout the community. The support of these businesses are recruited and maintained by SAC, PTA, and administration. They are a continuous support system that provide financial assistance to school programs that enhance the students' academic curriculum which improve 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
Steiger, Alicia	Principal
Collier , Margaret	Assistant Principal
Lazarus , Allison	Teacher, ESE
Dennis, Karen	Teacher, K-12
Marschke, Dina	Teacher, K-12
Riley, Jamie	Teacher, K-12
Raciti , Sabrina	Teacher, K-12
Marcus , Robyn	Other
Kim, Anne	Guidance Counselor
Tatham , Joann	Teacher, K-12
Moore, Therese	Teacher, K-12
Winikoff, Ellen	Instructional Media

**Duties**

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

The school-based RTI Leadership Team is comprised of the following members: Alicia Steiger, Principal, Margaret Collier, Assistant Principal, Lisa Newman, ESE contact, Paige Collins, ELL contact, Karen Garland, School Psychologist, the designated classroom teacher, Theresa Church, Supplemental Academic Instruction Teacher, Allison Lazarus, Rtl/Inclusion Facilitator and Anisha Staton, Behavior Interventionist Associate, Anne Kim, Guidance Counselor.  
 Alicia Steiger, the Principal of Sunrise Park Elementary provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to

address and monitor subsequent needs is created; the School Based Team (SBT)/Response to Intervention (RtI) Team is implementing RtI processes; assessment of RtI skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support RtI implementation is provided; effective communication with parents regarding school-based RtI plans and activities occurs.

The Assistant Principal, Margaret Collier: supports the principal in all endeavors listed above.

The ESE Contact, Lisa Newman, and the ELL Contact, Paige Collins: assist in analyzing the data and providing support to teachers in regards to ESE and/or ESOL strategies.

Karen Garland, our School Psychologist, participates in collection, interpretation, and analysis of data, facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participates in student data collection, deliver Tier 1 and Tier 2 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Allison Lazarus, the RtI Specialist/SBT Team Leader, develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Theresa Church, Supplemental Academic Instruction Teacher: facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data driven instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Anne Kim, Guidance Counselor/SBT Team Leader: Supports students who display need in the areas of behavior and emotionality. In addition to providing interventions, works with outside agencies to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Anisha Staton, the Behavior Interventionist, assists the guidance counselor in supporting students who display need in the areas of behavior and emotionality. Provides interventions and supports teachers and families to support the child's academic, emotional, behavioral, and social successes.

***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***

Sunrise Park Elementary offers students a tiered model of delivery of instruction (core, supplemental, intensive)

Students can participate in instructional activities through iii, intensive classes, and tutorial programs. The School Based Team meets weekly on Thursdays to discuss students who are currently in the MTSS process. The SWPBS is comprised of teachers and staff members across a variety of grade levels. This team has established a common set of norms for appropriate and positive behavior. The positive behavioral expectations are clearly conveyed clearly to students through our common language and also through the implementation of SWPBS lessons developed around our R.I.S.E. expectations. Students are brought together to grade level assemblies and expectations are reviewed at various points of the school year.

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The MTSS/RTI team will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

- 1) Problem Identification entails identifying the problem and the desired behavior for the student.
- 2) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- 3) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- 4) Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

Our school integrates Single School Culture by sharing universal guidelines for success following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring R.I.S.E. (Respect and Responsibility Invites a Safe Environment), our School Wide Positive Behavior Support Plan. We update our action plans through Learning Team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of SWPBS programs.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Deena Taitelbaum	Teacher
Alicia Steiger	Principal
Allison Lazarus	Teacher
Tracy Larson	Teacher
Anne Kim	Teacher
Danielle Boccia	Business/Community
Stacey Lehrman	Parent
Moreen Getz	Parent
Rona Lidner	Parent
Libby Joseph	Parent
Kendra Gremaux	Parent
Tony Fineman	Parent
Ivy Kaufman	Parent
Renay Balenson	Parent
Jodi Presser	Parent
Sobella Peralta	Education Support Employee

### 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*

The School Advisory Council assisted in determining the effectiveness of the School Improvement Plan. They reviewed and determined which parts were effective and where changes are necessary for the upcoming school year.

*Development of this school improvement plan*

Our SAC aids in the development of our yearly School Improvement Plan. The SAC meets monthly and continuously reviews academic data throughout the school year to ensure that our SIP goals are strongly correlated to the academic needs of our students. The SAC discusses and approves expenditures directly related to our annual School Improvement goals. They brainstorm ways to improve student achievement throughout the school year. The SAC is active in developing the annual budget for the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The SAC does not receive funding through the annual school budget. School Improvement dollars, provided by the Florida Department of Education, are used to cover some expenses related to the School Improvement Plan.

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

Section 1001.42 (18) (c) F.S. requires district school boards to "provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to Section 24.121. (5) (c) F.S. These funds may be used on programs/projects selected by the SAC and may not be used for capital

improvement or any project/program that has a duration of more than one year. A SAC may always decide that a project or program formerly funded with school improvement funds should receive funds in a subsequent year. Projects and amounts FY 14 are projected to be as follows:

- Writing Curriculum, training and essay scoring services (\$1500.00)
- Common Core materials for reading and math (\$500.00)

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

No

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

At the time that our draft proposal was submitted, our SAC was not in compliance due to the fact that we had many parents that were serving on SAC that were also school district employees. We are recruiting non-school board employees to serve on the SAC and are confident that we will be in compliance with the Florida Statutes, section 1001.452 by our October 7, 2014 SAC meeting.

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Steiger, Alicia	Principal
Church, Teresa	Teacher, K-12
Cohen , Janet	Teacher, ESE
Collins, Paige	Teacher, K-12
Donovan, Ann	Teacher, K-12
Falk , Rhonda	Teacher, K-12
Gootner, Jeryl	Teacher, ESE
Moore, Therese	Teacher, K-12
Taitelbaum, Deena	Teacher, ESE
Collier , Margaret	Assistant Principal
Lazarus , Allison	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process. This is a continuous process throughout the entire school year.

**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**

Sunrise Park uses Learning Team Meetings to promote a positive working environment. These meetings build relationships where teachers collaborate for best practices for instruction. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Sunrise Park Elementary partners with the local universities to host intern and practicum students on our school site. Administrators and members of the leadership team participate in job fairs hosted by the School District of Palm Beach County. Administrators work hand in hand with personnel at the SDPBC Recruitment and Retention office to attract highly qualified and dedicated candidates to Sunrise Park whenever there are instructional vacancies. A cohesive Educator Support Program has been developed to ensure that mentoring occurs for new teachers and any teachers that have changed instructional positions.

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

Through the ESP program, we provide our novice teachers with frequent professional development activities. The Asst. Principal meets with these teachers in small groups and individualized settings to provide support with data analysis, teaching strategies/methods and the Marzano teacher evaluation model. Conferencing and planning occurs through Learning Team Meetings, Professional Development in-service opportunities and common planning. The following activities are included in the ESP program at Sunrise Park Elementary to ensure a successful first year:

1. The mentors and mentee will meet weekly for the first few months of school to review the mentees plans, provide guidance and answer questions.
2. The mentors and mentee will meet biweekly starting in November.
3. The mentee will visit the mentors' classroom to observe the mentor model effective instruction.
4. The mentor will informally observe the mentee teacher and provide feedback at least once a semester.

## 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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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***

Sunrise Park uses the RtI process, the use of tutorials, the use of intensive reading, and small-group instruction. The school ensures every teacher contributes to literacy improvement of every student. The school will hold meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS). Sunrise Park utilizes a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. The school has created a schedule with an uninterrupted 90 minute reading block as well as an uninterrupted 45-60 minute writing block. Sunrise Park analyzes data to provide instruction based on student needs. The school also provides instruction aligned with the Language Arts Florida Standards for their grade level as well as resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). Sunrise Park administers assessments which measure instructed standards. Teachers monitor progress of the class and grade level during Learning Team Meetings, conducting data chats with students, create units of study based on current data and choose methods of instruction based on the needs of students (modeled, guided practice, inquiry). In addition, students self-selecting texts based on RRR levels and receive push-in/pull out services for ESE/ELL. Teachers provide LLI (Leveled Literacy Intervention) instruction and anchor charts for reminders of teaching.

***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:** 1,560

Club Discovery has been in place the past three years at Sunrise Park Elementary. This program offers an extended school day to many of our students that comprise our lowest 25% of the student population. Many students receive ESE and/or ELL services and the majority of the students reside in subsidized housing. This program kicks off in December each school year and runs through April. Students receive small group instruction and individualized instruction in both reading and math. The program runs on Tuesdays and Thursdays from 2:15-4:30 PM. The instructors use research based programs such as the Leveled Literacy Intervention system and Wilson Reading Program in order to provide specific and individualized instruction to the club participants. Students are given the opportunity to access a variety of technology based programs that they may not have the ability to access in their homes.

### ***Strategy Rationale***

The students chosen to participate in this program are selected based on data and the need for individualized instruction and remediation.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Steiger, Alicia, [alicia.steiger@palmbeachschools.org](mailto:alicia.steiger@palmbeachschools.org)

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

Students who participate in this program are flagged in our TERMS student reporting system. This provides the team at Sunrise with the opportunity to run a variety of reports available in our EDW (Education Data Warehouse) and Performance Matters systems throughout the school year in order to closely monitor this group of students and their performance on the K-4 literacy assessment, the district diagnostic assessments and the spring FSA.

**Strategy:** Summer Program

**Minutes added to school year:** 4,320

Club Discovery was implemented this school year for our students enrolled in grades K-2. This camp experience provided our ELL students with the opportunity to come to school for three weeks (Monday-Thursday) in order to participate in a variety of literacy based experiences in order to prevent the "summer slide." Research based programs such as Leveled Literacy Intervention and Wilson were used in small groups to provide students with intense reading and phonics instruction. In the afternoon, the students were provide the opportunity to participate in rich, educational experiences through a variety of field trips. These experiences were then used to springboard writing activities and journaling the next day.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

Students were once again flagged in our TERMS student reporting system. This provides the team at Sunrise with the opportunity to run a variety of reports available in our EDW (Education Data Warehouse) throughout the school year in order to closely monitor this group of students performance on the K-4 literacy assessment, the district diagnostic assessments and the spring FCAT. A running reading record was given at the onset of the program and again before the students completed the program to measure growth. We are expecting to run this program again during the summer of 2014.

**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**

The Sunrise Park team connects with private pre-school sites to ensure that parents are aware of the requirements for kindergarten. The team conducts marketing presentations to local pre schools to discuss the new national standards, pre-kindergarten readiness skills, our enrichment program and a variety of ESE programs that are available at Sunrise Park Elementary. We also hold a Kindergarten Round Up program in May to ensure that parents are equipped with a variety of pertinent information prior to transitioning to Sunrise Park Elementary. We also use social media (an official Facebook page) as well as Edline, our home-school communication software program to promote such events.

**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**

Several initiatives and programs have been established at Sunrise Park to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. The school seeks-out assistance by writing grants to

obtain funding for many of these programs and initiatives such as K-2 enrichment classes, Club and Camp Discovery and other tutorial programs.

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

N/A

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

N/A

**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**

N/A

## 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.** The lowest 25% of students tested will demonstrate learning gains by participating in small group instruction across all curricular areas.
- G2.** Increase student writing within all content areas.

## 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.** The lowest 25% of students tested will demonstrate learning gains by participating in small group instruction across all curricular areas. 1a

G048277

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	89.0
Math Lowest 25% Gains	77.0

**Resources Available to Support the Goal** 2

- Leveled Literacy Intervention, varied professional texts such as "Teaching Reading in Small Groups" by Jennifer Serravallo, Number Talks by Sherry Parrish, PD notebooks, Units of Study

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff does not have the background or depth of professional knowledge necessary to facilitate effective small groups of instruction.

**Plan to Monitor Progress Toward G1.** 8

Review of student data, classroom observations, performance-based tasks, diagnostic data, classroom assessments, iObservation

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 9/9/2014 to 5/29/2015

**Evidence of Completion**

Student achievement data

**G2. Increase student writing within all content areas.** 1a

G035859

**Targets Supported** 1b

Indicator	Annual Target
CELLA Writing Proficiency	
FCAT 2.0 Science Proficiency	
AMO Math - All Students	83.0
AMO Reading - All Students	84.0

**Resources Available to Support the Goal** 2

- Resources will include: LAFS resources such websites, vidoes, rigorous text), Writing Units of Study, Lucy Calkins, mentor texts, variety of reading materials such as articles, poems, and non-fiction text.

**Targeted Barriers to Achieving the Goal** 3

- The new Florida State Writing Assessment requires students to write about reading using text evidence. Sunrise Park students have not had enough exposure to this type of writing.

**Plan to Monitor Progress Toward G2.** 8

iObservation data, Palm Beach Performance Assessment data, and student work samples

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

iObservation data, Palm Beach Performance Assessment data, student work samples, and FSA scores

## 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.** The lowest 25% of students tested will demonstrate learning gains by participating in small group instruction across all curricular areas. **1**

 G048277

**G1.B1** Instructional staff does not have the background or depth of professional knowledge necessary to facilitate effective small groups of instruction. **2**

 B120833

**G1.B1.S1** Our staff will participate in a book study of the book "Teaching Reading in Small Groups" to learn various strategies to meet the needs of diverse learners. PD notebooks will be maintained during this process. **4**

 S133497

### Strategy Rationale

The professional development will provide specific strategies for teachers to use in their classrooms in small group settings to increase student achievement.

### Action Step 1 **5**

Monthly professional development will be provided throughout the school year on the use of small group instruction using the book "Teaching Reading in Small Groups."

#### Person Responsible

Alicia Steiger

#### Schedule

Monthly, from 8/28/2014 to 4/15/2015

#### Evidence of Completion

Agendas, sign-in sheets, PD notebooks

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

Classrooms observations to monitor implementation of small group instructional strategies presented during faculty meetings.

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 9/8/2014 to 5/1/2015

***Evidence of Completion***

Observation data collected through iObservation, student achievement data, and PD notebooks

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

Ongoing review:  
classroom observations, student artifacts, performance-based tasks, diagnostic assessments, EDW/Performance Matters

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 9/9/2014 to 5/29/2015

***Evidence of Completion***

classroom walk-through data and student achievement data

**G1.B1.S2** Teachers will engage in ongoing collaboration meetings (LTM) where effective small group teaching strategies are shared. 4

S133527

### Strategy Rationale

Collaboration of varied small group instructional strategies will help instructional staff differentiate instruction for the needs of all learners.

### Action Step 1 5

Bi-weekly LTMs will be scheduled to facilitate collaboration between instructional staff with Literacy Cohort contacts and Math cadre contacts disseminating information to their grade level teams.

#### Person Responsible

Alicia Steiger

#### Schedule

Biweekly, from 9/9/2014 to 5/29/2015

#### Evidence of Completion

Agendas and meeting minutes, observations during small group Reading and Math instruction

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

Administration will participate in LTMs (collaboration) and monitor implementation of the strategies discussed through classroom observation and review of students assessment data. The professional text, "Number Talks" will be utilized in LTMs.

#### Person Responsible

Alicia Steiger

#### Schedule

Biweekly, from 9/9/2014 to 5/28/2015

#### Evidence of Completion

Data collected from classroom observations, student achievement and student work samples.

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

Monitor the use of small group instructional strategies for effectiveness

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, student work samples, student achievement data

**G1.B1.S3** Leveled Literacy Intervention (LLI) will be utilized in the small group setting. 4

 S134240

**Strategy Rationale**

LLI will provide additional support to struggling students.

**Action Step 1** 5

LLI will be used in small group settings such as classrooms, Club Discovery, and After Care tutorials.

**Person Responsible**

Alicia Steiger

**Schedule**

Daily, from 8/26/2014 to 5/29/2015

**Evidence of Completion**

LLI data, diagnostic data, FSA results

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Trained teachers will use LLI materials to instruct and monitor implementation in each tutorial and LLI group.

**Person Responsible**

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Student participation will be tracked through weekly attendance

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Student data will be collected through EDW and Performance Matters

**Person Responsible**

Margaret Collier

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Student growth and achievement levels

**G2. Increase student writing within all content areas. 1**

G035859

**G2.B1** The new Florida State Writing Assessment requires students to write about reading using text evidence. Sunrise Park students have not had enough exposure to this type of writing. 2

B085947

**G2.B1.S1** Students will be instructed on how to write about reading across content areas using specific evidence. 4

S096653

**Strategy Rationale**

This strategy will allow students to increase their writing time as well as to learn how to write in all content areas.

**Action Step 1 5**

Throughout all subjects areas, students will write about content using evidence from the text.

**Person Responsible**

Alicia Steiger

**Schedule**

Daily, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

student work samples demonstrating evidence of writing across the curriculum areas, citing text-specific evidence, Instructional Focus Calendars

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

classroom formal and informal student writing samples

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Student writing samples

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Classroom observations to see implementation of writing instruction and the amount of student writing that is occurring in all subject areas.

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Student writing samples and iObservation data

**G2.B1.S2** Professional development will be scheduled during LTM's and through the Literacy and Writing Cohort trainings. 4

 S133552

**Strategy Rationale**

Professional development will provide teachers with the necessary writing strategies to implement writing instruction.

**Action Step 1 5**

PD will take place during LTM's and through Literacy and Writing Cohort trainings

**Person Responsible**

Margaret Collier

**Schedule**

Biweekly, from 9/2/2014 to 5/26/2015

**Evidence of Completion**

Agendas and meeting minutes

**Action Step 2** 5

PD will take place on explicit vocabulary instruction

**Person Responsible**

Deena Taitelbaum

**Schedule**

On 10/9/2014

**Evidence of Completion**

PD agendas, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Classroom observations to see implementation of writing instruction from professional development trainings.

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 9/8/2014 to 5/26/2015

**Evidence of Completion**

iObservation data, schedule of observations, LTM minutes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Observation data will be reviewed to determine effective implementation of writing instruction

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 9/8/2014 to 5/26/2015

**Evidence of Completion**

Observation data, student work samples, lesson plans

**G2.B1.S3** Students will be instructed on text marking strategies. 4

 S133553

**Strategy Rationale**

Note taking is a key strategy in helping students to cite evidence from the text.

**Action Step 1** 5

All teachers will instruct students on how to mark text in all content areas.

**Person Responsible**

Alicia Steiger

**Schedule**

Daily, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Student writing samples, lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Administration will monitor effective instruction on text marking strategies through classroom observations

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

iObservation data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Administration will meet with instructional staff to provide feedback on observations and on collected student work. Teachers will reflect on the feedback and readjust their instruction if needed.

**Person Responsible**

Alicia Steiger

**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

iObservation data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Throughout all subjects areas, students will write about content using evidence from the text.	Steiger, Alicia	9/2/2014	student work samples demonstrating evidence of writing across the curriculum areas, citing text-specific evidence, Instructional Focus Calendars	6/1/2015 daily
G1.B1.S1.A1	Monthly professional development will be provided throughout the school year on the use of small group instruction using the book "Teaching Reading in Small Groups."	Steiger, Alicia	8/28/2014	Agendas, sign-in sheets, PD notebooks	4/15/2015 monthly
G1.B1.S2.A1	Bi-weekly LTM's will be scheduled to facilitate collaboration between instructional staff with Literacy Cohort contacts and Math cadre contacts disseminating information to their grade level teams.	Steiger, Alicia	9/9/2014	Agendas and meeting minutes, observations during small group Reading and Math instruction	5/29/2015 biweekly
G2.B1.S2.A1	PD will take place during LTM's and through Literacy and Writing Cohort trainings	Collier , Margaret	9/2/2014	Agendas and meeting minutes	5/26/2015 biweekly
G2.B1.S3.A1	All teachers will instruct students on how to mark text in all content areas.	Steiger, Alicia	9/2/2014	Student writing samples, lesson plans	5/29/2015 daily
G1.B1.S3.A1	LLI will be used in small group settings such as classrooms, Club Discovery, and After Care tutorials.	Steiger, Alicia	8/26/2014	LLI data, diagnostic data, FSA results	5/29/2015 daily
G2.B1.S2.A2	PD will take place on explicit vocabulary instruction	Taitelbaum, Deena	10/9/2014	PD agendas, sign-in sheets	10/9/2014 one-time
G1.MA1	Review of student data, classroom observations, performance-based tasks, diagnostic data, classroom assessments, iObservation	Steiger, Alicia	9/9/2014	Student achievement data	5/29/2015 weekly
G1.B1.S1.MA1	Ongoing review: classroom observations, student artifacts, performance-based tasks, diagnostic assessments, EDW/Performance Matters	Steiger, Alicia	9/9/2014	classroom walk-through data and student achievement data	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classrooms observations to monitor implementation of small group instructional strategies presented during faculty meetings.	Steiger, Alicia	9/8/2014	Observation data collected through iObservation, student achievement data, and PD notebooks	5/1/2015 monthly
G1.B1.S2.MA1	Monitor the use of small group instructional strategies for effectiveness	Steiger, Alicia	9/30/2014	Lesson plans, student work samples, student achievement data	5/29/2015 monthly
G1.B1.S2.MA1	Administration will participate in LTMs (collaboration) and monitor implementation of the strategies discussed through classroom observation and review of students assessment data. The professional text, "Number Talks" will be utilized in LTMs.	Steiger, Alicia	9/9/2014	Data collected from classroom observations, student achievement and student work samples.	5/28/2015 biweekly
G1.B1.S3.MA1	Student data will be collected through EDW and Performance Matters	Collier , Margaret	9/8/2014	Student growth and achievement levels	5/29/2015 weekly
G1.B1.S3.MA1	Trained teachers will use LLI materials to instruct and monitor implementation in each tutorial and LLI group.		8/25/2014	Student participation will be tracked through weekly attendance	5/29/2015 weekly
G2.MA1	iObservation data, Palm Beach Performance Assessment data, and student work samples	Steiger, Alicia	9/8/2014	iObservation data, Palm Beach Performance Assessment data, student work samples, and FSA scores	5/29/2015 monthly
G2.B1.S1.MA1	Classroom observations to see implementation of writing instruction and the amount of student writing that is occurring in all subject areas.	Steiger, Alicia	9/2/2014	Student writing samples and iObservation data	5/29/2015 weekly
G2.B1.S1.MA1	classroom formal and informal student writing samples	Steiger, Alicia	9/2/2014	Student writing samples	6/1/2015 weekly
G2.B1.S2.MA1	Observation data will be reviewed to determine effective implementation of writing instruction	Steiger, Alicia	9/8/2014	Observation data, student work samples, lesson plans	5/26/2015 weekly
G2.B1.S2.MA1	Classroom observations to see implementation of writing instruction from professional development trainings.	Steiger, Alicia	9/8/2014	iObservation data, schedule of observations, LTM minutes	5/26/2015 weekly
G2.B1.S3.MA1	Administration will meet with instructional staff to provide feedback on observations and on collected student work. Teachers will reflect on the feedback and readjust their instruction if needed.	Steiger, Alicia	9/8/2014	iObservation data	5/29/2015 biweekly
G2.B1.S3.MA1	Administration will monitor effective instruction on text marking strategies through classroom observations	Steiger, Alicia	9/8/2014	iObservation data	5/29/2015 weekly

## 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.** The lowest 25% of students tested will demonstrate learning gains by participating in small group instruction across all curricular areas.

**G1.B1** Instructional staff does not have the background or depth of professional knowledge necessary to facilitate effective small groups of instruction.

**G1.B1.S1** Our staff will participate in a book study of the book "Teaching Reading in Small Groups" to learn various strategies to meet the needs of diverse learners. PD notebooks will be maintained during this process.

### PD Opportunity 1

Monthly professional development will be provided throughout the school year on the use of small group instruction using the book "Teaching Reading in Small Groups."

#### Facilitator

Grade level teams

#### Participants

instructional staff

#### Schedule

Monthly, from 8/28/2014 to 4/15/2015

**G1.B1.S2** Teachers will engage in ongoing collaboration meetings (LTM) where effective small group teaching strategies are shared.

### PD Opportunity 1

Bi-weekly LTMs will be scheduled to facilitate collaboration between instructional staff with Literacy Cohort contacts and Math cadre contacts disseminating information to their grade level teams.

#### Facilitator

Grade Chairs

#### Participants

Grade level teachers

#### Schedule

Biweekly, from 9/9/2014 to 5/29/2015

**G2.** Increase student writing within all content areas.

**G2.B1** The new Florida State Writing Assessment requires students to write about reading using text evidence. Sunrise Park students have not had enough exposure to this type of writing.

**G2.B1.S2** Professional development will be scheduled during LTM's and through the Literacy and Writing Cohort trainings.

**PD Opportunity 1**

PD will take place during LTM's and through Literacy and Writing Cohort trainings

**Facilitator**

Literacy and Writing Cohort liaisons

**Participants**

classroom teachers

**Schedule**

Biweekly, from 9/2/2014 to 5/26/2015

**PD Opportunity 2**

PD will take place on explicit vocabulary instruction

**Facilitator**

Deena Taitelbaum

**Participants**

instructional staff

**Schedule**

On 10/9/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> The lowest 25% of students tested will demonstrate learning gains by participating in small group instruction across all curricular areas.	666
<b>Grand Total</b>	<b>666</b>

### Goal 1: The lowest 25% of students tested will demonstrate learning gains by participating in small group instruction across all curricular areas.

Description	Source	Total
<b>B1.S1.A1</b> - cost of "Teaching Reading in Small Groups" book.	School Improvement Funds	279
<b>B1.S1.A1</b> - PD notebooks	School Improvement Funds	88
<b>B1.S2.A1</b> - "Number Talks" book	General Fund	299
<b>Total Goal 1</b>		<b>666</b>