Sunrise Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sunrise Elementary School

3155 PHONETIA DR, Deltona, FL 32738

http://myvolusiaschools.org/school/sunrise/pages/default.aspx

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Sunrise Elementary School, leading is a lifelong journey. Dream It, Believe it, and Achieve It!

Provide the school's vision statement.

Sunrise Elementary is working together to build 21st century leaders

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Buckner, Tracy	Principal	To lead the leadership team to identify school based resources (both materials and personnel) to determine both academic and behavioral supports available to students at the school site. Process assessment data to determine SIP goals. Identify action steps and monitor implementation of effectiveness.
Brown, Michelle C.	Assistant Principal	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation and monitoring of action steps. To communicate the SIP and Mid-Year Review data with stakeholders.
Debees, Jean M.	Instructional Coach	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. Assist in monitoring the implementation of the SIP, support teachers with resources and instructional strategies, provide support with tier 1 instruction through facilitating collaborative standards-aligned planning sessions, analyze school wide data, and conduct coaching cycles with targeted teachers.
Sytsma, Zoe	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Rollins, Frenchie	Teacher, ESE	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Rodriguez, Viviana	Teacher, Adult	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school improvement plan will be shared with stakeholders in a variety of ways including faculty meetings, school leadership team meetings, and School Advisory Council (SAC) meetings. Stakeholders were invited to participate in our summer School Leadership Team meeting. The SAC will provide additional input as we review action steps and progress monitor.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data will be discussed at School Leadership meetings, Professional Learning Community meetings, School Advisory Council meetings, and stock take meetings. Following each stock take meeting revisions will be made as necessary to ensure continuous improvement. The following subgroups will be monitored: SWD, ELL, BLK/AA, MUL, and WHT.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	15	14	28	20	20	14	0	0	0	111
One or more suspensions	1	1	3	7	10	13	0	0	0	35
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	1	2	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	2	30	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	0	2	39	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	1	2	5	16	0	0	0	25

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	24	20	20	19	23	0	0	0	116
One or more suspensions	0	2	3	5	9	6	0	0	0	25
Course failure in ELA	0	0	0	0	9	2	0	0	0	11
Course failure in Math	0	0	0	0	2	5	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	39	33	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	0	48	33	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	0	25	22	0	0	0	49

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	24	20	20	19	23	0	0	0	116
One or more suspensions	0	2	3	5	9	6	0	0	0	25
Course failure in ELA	0	0	0	0	9	2	0	0	0	11
Course failure in Math	0	0	0	0	2	5	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	39	33	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	0	48	33	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	0	25	22	0	0	0	49

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	52	53	35	53	56	51		
ELA Learning Gains				45			53		
ELA Lowest 25th Percentile				38			63		
Math Achievement*	36	55	59	28	42	50	39		
Math Learning Gains				44			34		
Math Lowest 25th Percentile				41			0		
Science Achievement*	48	62	54	44	55	59	49		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	80	60	59	76			43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	4
ELL	45			
AMI				
ASN				
BLK	32	Yes	2	
HSP	51			
MUL	34	Yes	3	
PAC				
WHT	44			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	3	3
ELL	40	Yes	1	
AMI				
ASN				
BLK	28	Yes	1	1
HSP	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	39	Yes	2	
PAC				
WHT	37	Yes	1	
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			36			48					80
SWD	14			9			8				4	
ELL	37			33			33				5	80
AMI												
ASN												
BLK	33			22			31				4	
HSP	41			38			46				5	77
MUL	27			40							2	
PAC												
WHT	36			41			61				4	
FRL	32			31			40				5	83

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	45	38	28	44	41	44					76
SWD	8	30	29	6	28	33	13					
ELL	24	48		19	46		27					76
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	16	38		18	41							
HSP	38	55	58	33	48	55	43					74
MUL	44			33								
PAC												
WHT	41	38	25	28	46	33	50					
FRL	31	44	39	22	43	45	37					73

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	51	53	63	39	34	0	49					43
SWD	19	43		18	14		33					
ELL	35	42		26	50		23					43
AMI												
ASN												
BLK	41			33								
HSP	56	56		42	48		54					43
MUL	50			25								
PAC												
WHT	50	37		43	32		55					
FRL	48	49	60	35	28	0	46					43

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	53%	-15%	54%	-16%
04	2023 - Spring	38%	57%	-19%	58%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	53%	-15%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	57%	-20%	59%	-22%
04	2023 - Spring	35%	59%	-24%	61%	-26%
05	2023 - Spring	38%	55%	-17%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	61%	-15%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on PM3 data, our performance in Math and ELA was found to be 38% proficient in both subjects.

Contributing Factors: Throughout the year, we relied on Intervention teachers to cover teacher vacancies, which accounted for 50% of the academic year. This led to challenges in maintaining consistent and effective instruction. In both fourth and fifth-grade classrooms, coaches were used to teach whole groups on a daily basis, resulting in limited instructional coaching during the second semester. This lack of coaching support might have impacted teacher effectiveness. In both fourth and fifth-grade classrooms, coaches were used to teach whole groups on a daily basis, resulting in limited instructional coaching during the second semester. This lack of coaching support might have impacted teacher effectiveness. The failure to review subgroup data during Professional Learning Communities (PLC) sessions might have hindered teachers' ability to address the specific needs of students within those groups. Discipline data revealed a higher rate of suspensions in both 4th and 5th grades. This indicates potential challenges in maintaining a conducive learning environment, which could have affected student engagement and performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on PM3 data, our 4th-grade ELA performance experienced a notable decline from the previous year, decreasing from 39% to 38%.

Contributing Factors: Throughout the entire school year, a 4th-grade teaching position remained vacant, leading to an increased student-to-teacher ratio in the remaining classrooms. This situation may have impacted the quality of instruction and individual attention given to students. Two new teachers joined the 4th-grade level, and one of them became the third teacher in a classroom during the first quarter of the school year. Adjusting to a new teaching environment and handling classroom dynamics could have posed challenges for both the new teachers and their students. The grade level experienced a rise in behavior incidents, which could have disrupted the learning environment and affected students' focus and engagement in the ELA curriculum. Teachers encountered difficulties in effectively implementing the B.E.S.T Benchmarks. This challenge might have impacted their ability to align their teaching strategies with the curriculum and standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to FAST data, there is a significant gap in our 4th-grade Math and ELA proficiency compared to the state averages. In Math, the gap is 26% points, with the state average at 61% proficient, whereas Sunrise data shows only 38% proficient. Similarly, in ELA, the gap is 20% points, with the state average at 58% proficient, and Sunrise data showing only 38% proficient.

Contributing Factors: There was a lack of time for Exceptional Student Education (ESE) Teachers and Support Facilitation Teachers to meet in a Professional Learning Community (PLC). This limited their opportunities to collaborate and share effective instructional strategies, which could benefit students with diverse learning needs.
Also, teachers have expressed a lack of knowledge in implementing differentiated instructional practices. Differentiated instruction is crucial for catering to the varying learning styles and abilities of students, and its absence might hinder the overall academic progress of our students.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on a comparison of FAST data, Math has shown the most significant improvement in overall achievement, increasing from 28% proficient in the 2021-2022 school year to an impressive 38% proficient in the 2022-2023 school year. This progress can be attributed to the implementation of new actions aimed at enhancing Math education.
One crucial initiative involved the introduction of a dedicated Math coach whose sole focus was on elevating Math instruction. The coach demonstrated a laser-like focus on benchmark-aligned instruction, working closely with teachers to help them grasp and effectively align their teaching methods with the benchmarks. This hands-on support empowered teachers to deliver targeted and effective Math lessons that directly addressed the core standards. Additionally, the district contributed to the success in this area by providing a resource teacher, specially assigned to offer support and deliver small group instruction. This resource teacher played a pivotal role in catering to the individual needs of students, fostering a more personalized and effective learning experience.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Discipline is an area of concern. Sunrise needs to decrease the occurrence of referrals.
Attendance is also a concern, although the data shows a positive trend.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Collaborative Planning
2. Coaching

3. MTSS
4 School Culture

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on classroom walkthrough data, it is evident that there is a pressing need for more explicit and intentional instruction to focus on collaborative structures and benchmark aligned questioning. 41% of teachers incorporated collaborative structures for students during instruction, and 36% utilized planned questioning that was aligned to the benchmark within the instructional block. The Needs Assessment and Analysis highlighted that 38% of our students reached proficiency in both ELA and Math. These figures underscore the urgency of addressing the shortcomings in instructional approaches to improve student outcomes. To address these challenges and bolster student proficiency on state assessments, we must emphasize an increased focus on aligned questioning and fostering collaboration in the classroom with particular attention to our subgroups: SWD, ELL, BLK/AA, MUL, and WHT. By implementing deliberate instructional practices that align with the benchmarks, we can enhance student engagement, comprehension, and overall achievement. By encouraging teachers to integrate more collaborative activities into their lessons will enable students to actively participate and learn from one another. Similarly, incorporating planned questioning aligned with the benchmarks will help deepen students' understanding and critical thinking skills. Through a concerted effort to provide explicit instruction, aligned questioning, and collaborative learning experiences, we can create a more conducive learning environment that supports student growth and success. By making these improvements, we are confident in our ability to elevate student proficiency levels and better prepare them for success on state assessments and beyond.

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

By February of 2024, 50% of the students in our 3rd-5th grade groups will be able to score a 60% or higher on Volusia Benchmark Assessments (VBA), the district common math and ELA assessments. By February of 2024, 90% of classroom teachers will provide students with benchmark aligned collaborative experiences in the classroom as well as utilization of benchmark aligned planned questioning, as evidence by the school look-for walkthrough tool. By April 2024, the number of of teachers receiving tier 2-3 support will decrease by 80%.

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

Student Practice: Student data will be disaggregated after PM1 and PM2 and compared to state proficiency and growth trends. Subgroup data, to include SWD, ELL, BLK, MUL, and WHT, will also be disaggregated at this time and compared to district and state proficiency and growth trends.
50% proficiency will be the common goal for ELA and MATH for the 2023-2024 school year. After each benchmark aligned common assessment (VBA) is administered, teachers, with the support of coach(es) and administration, will track and chart this data to measure progress over time.
Teacher Practice: Classroom walkthrough trend data will be collected and analyzed weekly.
Administration and coach(es) will attend common planning, collaborative planning, and PLCs to monitor for benchmark-aligned planning of tasks.
Coaching Practice: Administration and coach(es) will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments as needed.
Administration will discuss coaching plan/notes and provide feedback to instructional coach(es) at weekly action team meetings.

Person responsible for monitoring outcome:
Tracy Buckner (tabuckne@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Providing Professional Development: By providing collaborative planning weekly through intensive teacher professional learning, facilitated by district and school based experts (coaches) and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Providing Professional Development is identified as a moderate Tier 2 intervention identified by WWC as evidence by Impact Results of the eMINTS Professional Development Validation Study: Professional Development Validation Study- Meyers, Coby V.; Molefe, Ayrin; Brandt, W. Christopher; Zhu, Bo; Dhillon, Sonica (2016). Educational Evaluation and Policy Analysis, v38 n3 p455-476. Retrieved from: https://eric.ed.gov/?id=EJ1108395

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Create a collaborative planning/ professional learning schedule that allows grade level content planning to occur twice weekly with support by administrators, intervention teachers, and/or instructional coach.

Person Responsible: Michelle C. Brown (mcbrown@volusia.k12.fl.us)

By When: August 11, 2023

Instructional Coach(es), intervention teacher, and/or administration will facilitate weekly benchmark aligned planning with a focus on student collaborative task aligned to benchmark and benchmark aligned planned questioning.

Person Responsible: Jean M. Debees (jmdebees@volusia.k12.fl.us)

By When: On going

Provide coaching support/feedback based on walkthrough data using look-fors through tiered coaching support plan developed with trends.

Person Responsible: Tracy Buckner (tabuckne@volusia.k12.fl.us)

By When: On going

Coaches will model implementation of instructional frameworks, instructional practices, and utilization of collaborative structures and questioning aligned to benchmarks during planning and indicate support plan (focus, frequency and method of support) and next steps in coaching. log.

Person Responsible: Jean M. Debees (jmdebees@volusia.k12.fl.us)

By When: On Going

Action team members (administration and coach(es)) will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from collaborative planning.

Person Responsible: Tracy Buckner (tabuckne@volusia.k12.fl.us)

By When: On going

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of Focus is aligned to the District Strategic Plan Goal 3: Provide a safe, healthy, and supportive environment. As a result of our Needs Assessment and Analysis it revealed that Sunrise discipline data showed there were 475 discipline referrals during the 22-23 school year. Student clubs will be offered beyond school hours to support student learning and engage students with positive learning experiences on the school campus with particular emphasis on ESSA subgroups (SWD, ELL, AA/BLK, MUL, WHT). Historical staffing data, over the past three years, indicates a high mobility rate amongst faculty and staff.

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

Referrals will be reduced by 25% by the end 23-24 school year through the implementation of PBIS. 75% of club participation will be students belonging to an ESSA subgroup. At the end of the year we will retain at least 75% of our faculty and staff, if they remain in a roll-alike position.

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

Discipline data will be reviewed monthly at each SLT meeting. All club sponsors will invite student students of the ESSA subgroups to participate in clubs beyond the school day. An HR analysis will occur at the end of the year to determine faculty and staff retention rate.

Person responsible for monitoring outcome:

Michelle C. Brown (mcbrown@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored: Office Discipline Referrals will be monitored by the district MTSS team and by the school based PBIS and SLT teams monthly. Fidelity checklists will be monitored by the PBIS District Coordinator, Dr. Mandy Ellzey. This data will also be monitored by the PBIS Team to be used for progress monitoring and planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based upon research, the PBIS Implementation Checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS implementation process. The Benchmarks of Quality survey is intended to guide
both initial implementation and sustained use of PBIS Tier 1.

A State-Wide Quasi-Experimental Effectiveness Study of the Scale-up of School-Wide Positive Behavioral Interventions and Supports: Pas, Elise T.; Ryoo, Ji Hoon; Musci, Rashelle; Bradshaw, Catherine P. (2019). Retrieved from: https://eric.ed.gov/?id=ED593800

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

New teacher academy (NTA) meetings will take place monthly to support new teachers.

Person Responsible: Michelle C. Brown (mcbrown@volusia.k12.fl.us)

By When: On going

Administration will notify faculty about opportunities available for clubs beyond the school day to support students in the ESSA subgroups.

Person Responsible: Tracy Buckner (tabuckne@volusia.k12.fl.us)

By When: August 11, 2023

Create a Sunshine Club to help foster a positive culture on campus for all stakeholders.

Person Responsible: Zoe Sytsma (zlsytsma@volusia.k12.fl.us)

By When: September 1, 2023

Professional Learning focused on PBIS will be held for all faculty and staff.

Person Responsible: Michelle C. Brown (mcbrown@volusia.k12.fl.us)

By When: September 15, 2023

Student and faculty/staff member will be recognized for the life skill of the week.

Person Responsible: Michelle C. Brown (mcbrown@volusia.k12.fl.us)

By When: On going

MTSS training to support students with behavioral or academic needs. Jennifer Fuentes will support and train as MTSS chair

Person Responsible: Michelle C. Brown (mcbrown@volusia.k12.fl.us)

By When: On going

Dolphin of the Month Selected each month - All staff will be provided input sheets to fill out to choose a dolphin of the month each month. All of the original sheets will go back to each of the teachers and one of nominations will be chosen to be recognized as Dolphin of the Month

Person Responsible: Tracy Buckner (tabuckne@volusia.k12.fl.us)

By When: On Going

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The SAC committee will be reviewing the budget at each of the monthly meetings and new proposals are brought to monthly meetings. Proposal approvals will give priority to those addressing the needs of our subgroups. We will also monitor and discuss resource allocation during our SLT meetings.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The Area of Focus aligns to the District Strategic Plan Goal 1: Engage all students in high levels of learning everyday. As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was 35%. Based on ELA End of Year data from STAR PM3 for students in Kindergarten 17%, 1st grade 38% and 2nd grade 45% of students are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

The Area of Focus aligns to the District Strategic Plan Goal 1: Engage all students in high levels of learning everyday. As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was 35%. Based on ELA PM3 assessment from the End of Year for 23-24 year, data for students in 3rd grade 62%, 4th grade 62% and 5th grade 62% of students are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Increase the percentage of students in each grade level that are on track to pass the statewide ELA assessment according to district ELA assessment data.
Kindergarten decrease 17% not proficient to 7%
1st grade decrease 38% not proficient to 28%
2nd grade decrease 45% not proficient to 35%

Grades 3-5 Measurable Outcomes

Increase the percentage of students in each grade level that are on track to pass the statewide ELA assessment according to district ELA assessment data.
3rd grade decrease 62% not proficient to 50%
4th grade decrease 62% not proficient to 50%
5th grade decrease 62% not proficient to 50%

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor state assessment data during PLCs and School Leadership Team meetings and we will use this data to form and make decisions around our intervention and small group learning.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Debees, Jean M., jmdebees@volusia.k12.fl.us

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices/programs being implemented are ELA Benchmark Advanced Curriculum aligned
to the BEST Standards, SIPPS in K-3 to address foundational skills, Being a Reader in K-2 classrooms, daily small group differentiated instruction utilizing ELA Benchmark Advanced Curriculum in 3-5 classrooms, also include the intervention and enrichment toolkit. Additionally, collaborative planning with grade level teams utilizing a planning protocol.

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

- Do the evidence-based practices/programs address the identified need?

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

We will use the district approved ELA resources and curriculum for core instruction as well as interventions.
These address the identified need and have a record of effectiveness for our population per the district.

Action Steps to Implement

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
ELA Collaborative Planning with grade level teams to include support teachers, administration, academic coach, and regional resource teachers. Academic Coach and regional resource teacher (Literacy Leadership and Literacy Coaching) will facilitate Professional learning on the Collaborative Planning Protocol. Formative and summative assessment data will be considered during planning.	Debees, Jean M., jmdebees@volusia.k12.fl.us
Monitor ELA assessment data during PLCs and School Leadership Team Meetings. Academic Coach, regional resource teacher, administration, and support staff will participate as appropriate.	Debees, Jean M., jmdebees@volusia.k12.fl.us
Select teachers will participate in ongoing tier 1 and tier 2 level coaching support in ELA with the academic coach. This support will include observations, feedback, modeling, lesson planning, assessment review, and as appropriate mini professional learning sessions.	Debees, Jean M., jmdebees@volusia.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Sunrise will disseminate information during SAC meetings, faculty meetings, informational presentation on school family night, the school webpage, our school newsletter, and on our school website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to have open communication channels with families. Teachers will communicate regularly with families through email, an online messaging platform, phone calls, and in addition through parent teacher conferences at least once each semester. The school will hold a family engagement event each semester - Publix Math night in the fall and a literacy night in the spring. The school will have opportunities for parents to volunteer. Weekly school messages are also sent out to parents to inform them of events, important dates, and reminders.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and provide an enriched and accelerated curriculum by engaging students in beyond the school day tutoring and club opportunities, providing teachers with professional development around benchmark aligned student collaborative tasks and benchmark aligned planned questioning during instruction, as well as providing differentiated learning opportunities for all learners. Students will also engage in learning through various online platforms and when possible adaptive platforms allowing students to work at his/her academic level. Teachers will engage in weekly collaborative planning to plan for high quality instruction. Teachers will also involve parents in the academic process by updating grades on parent portal regularly and through providing strategies and resources for parents to support student learning at home.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Sunrise Elementary we have a school based counselor to offer small group, whole class, and individual lessons on life skills and problem/conflict resolution. We have also implemented a PBIS framework that promotes positive behaviors and prevents disruptive behaviors through clear expectations, consistent consequences, and rewards. Teachers participate in ongoing professional development on PBIS. The school also works in collaboration with our district Mental Health Services team to provide additional support for students and families as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Sunrise Elementary we teach character traits such as responsibility, teamwork, respect, and leadership – these skills are taught through weekly Social Emotional Learning lessons, through our school based counselor, and through classroom based experiences. We also provide enrichment activities through special area during art and music projects that expose students to different fields and stimulate their curiosity

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our Multi-tiered system of supports (MTSS) process coupled with PBIS is used to prevent and address problem behavior as well as provide early intervention.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will participate in collaborative professional learning twice weekly, once for ELA and once for Math, as well as participate in weekly PLCs. Also, all faculty, staff, and bus drivers will participate in professional learning on PBIS.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have two voluntary pre-kindergarten classes at Sunrise Elementary. Those students have the opportunity to participate in many of the routines of the elementary day including eating in the cafeteria, participating in special area rotations, and experiences moving from area to area on the school campus. We also host a Kindergarten Round-up in the spring where families come on campus to learn information about our school and participate in a campus and classroom tour.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$198,052.23**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	6841 - Sunrise Elementary School	UniSIG	1.0	$49,577.10
			Notes: The intervention teacher to mentor, build relationships, set goals with academics in reading via multisensory activities and monitoring progress working with students. They will primarily work with students that showed little to no learning gains to support the intensive intervention need to help these students close their academic gaps. In addition to direct student contact, the intervention teacher would monitor student progress and			

			meet with admin and coaches every other week to share student progress and action plan for the following two weeks. Total is $67,624.29			
	5100	210	6841 - Sunrise Elementary School	UniSIG	0.0	$6,727.61
			Notes: Retirement 13.57%			
	5100	220	6841 - Sunrise Elementary School	UniSIG	0.0	$3,792.65
			Notes: Social Security 7.65%			
	5100	230	6841 - Sunrise Elementary School	UniSIG	0.0	$6,780.00
			Notes: Medical Flat Rate			
	5100	230	6841 - Sunrise Elementary School	UniSIG	0.0	$3.27
			Notes: Life .0066%			
	5100	240	6841 - Sunrise Elementary School	UniSIG	0.0	$743.66
			Notes: Workmen's Comp 1.5%			
	6300	120	6841 - Sunrise Elementary School	UniSIG	0.0	$19,740.00
			Notes: Instructional leaders wills support grade level/department teacher teams with the effective management and implementation of the curriculum and standards. These leaders are expected to set an example for others through their demonstration of integrity and professionalism. All instructional leaders will participate in ongoing professional learning. They will also support with the delivery of professional learning for all teachers. They will participate in Learning Walks and Data Chats with administration, and following each, they will be expected to share out at a faculty meeting or professional learning (12 x $1,645 = $23,928.83)			
	6300	210	6841 - Sunrise Elementary School	UniSIG	0.0	$2,678.72
			Notes: Retirement 13.57%			
	6300	220	6841 - Sunrise Elementary School	UniSIG	0.0	$1,510.11
			Notes: Social Security 7.65%			
	5100	360	6841 - Sunrise Elementary School	UniSIG	0.0	$900.00
			Notes: Site License - Accelerated Reader program for K-2nd Grade Site License to support and enhance reading instruction.			
	6300	390	6841 - Sunrise Elementary School	UniSIG	0.0	$7,000.00
			Notes: Printing charges for color copies. This will allow colorful, friendly, and poster sized prints for Reading/math science and PBIS to enhance the learning environment related to student expectations, school initiatives and behavior.			
	6300	120	6841 - Sunrise Elementary School	UniSIG	0.0	$79,560.00
			Notes: Collaborative Planning Weekly - Math, ELA, Science- Teams will analyze data from formative, district, and state assessments. The teams will create intervention and enrichment action plans for individual students, classes, and grade levels. The team will monitor and adjust instructional groups based on OPM data for intervention and enrichment. The team will pace instruction using the curriculum map, assessment calendar, and for mative assessment data to choose appropriate standards/benchmarks			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			needed for core instruction and intervention groups. The team will monitor progress towards achievement of the SIP focus areas. The team will participate in weekly collaborative planning with the instructional coaches, support facilitation, general education teachers, and intervention teachers to develop clarity of the standard, target task aligned activities, and develop rigorous questions to ensure the mastery of standards being taught. (34 teachers x 2 hrs. week, 39 weeks). Total $96,442.63.			
	6300	210	6841 - Sunrise Elementary School	UniSIG	0.0	$10,796.29
			Notes: Retirement 13.57%			
	6300	220	6841 - Sunrise Elementary School	UniSIG	0.0	$6,086.34
			Notes: Social Security @ 7.65%			
	6300	510	6841 - Sunrise Elementary School	UniSIG	0.0	$2,156.48
			Notes: Materials & Supplies supplies for instructional planning. Chart paper, markers, binders, sleeve protectors, post its, highlighters & pens			
2	III.B.	**Area of Focus: Positive Culture and Environment: Other**				**$26,670.54**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	6841 - Sunrise Elementary School	UniSIG	0.0	$4,400.00
			Notes: Stipends for student clubs (8 student clubs $550 = $5,33.68) In an effort to build positive culture, afterschool clubs will be available to students. We will have a primary and intermediate garden club where students work collaboratively on life science strands as they beautify the campus with gardens. We will have a reclycling club where students work collaboratively to share awareness of the importance of recycling and create science projects to display on campus. We will have running clubs shere students improve their physical and mental health as they participate in physical activity.			
	6300	210	6841 - Sunrise Elementary School	UniSIG	0.0	$597.08
			Notes: Retirement 13.57%			
	6300	220	6841 - Sunrise Elementary School	UniSIG	0.0	$336.60
			Notes: Social Security 7.65%			
	6150	510	6841 - Sunrise Elementary School	UniSIG	0.0	$1,836.86
			Notes: Materials & Supplies - Subject area content information for families, reading, math, science night how to do lessons. The supplies will be items for teachers to reinforce students making good choices, puzzles, pencils, pens and erasers.			
	5100	510	6841 - Sunrise Elementary School	UniSIG	0.0	$19,500.00
			Notes: Materials & Supplies - $2,500 Materials for science supplies for life science Planters, Hdroponic stations, plants, soil, garden supplies, student gloves, hand towel, rakes; $14,000 for Magnetic Books; $3,000 for PBIS/Positive Culture materials. The supplies to be purchased would be stress balls, fidgets and plush animals.			
					Total:	**$224,722.77**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No