

Sunrise Elementary

101 LONE PALM RD, Orlando, FL 32828

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

22%

Alternative/ESE Center

No

Charter School

No

Minority

40%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sunrise Elementary's mission is to lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

Sunrise Elementary's vision is to be the top producer of successful students in the nation.

School Environment

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

All teachers treat the students with respect. The students must feel safe within the school. The teachers and staff must have a positive school environment, conducive for learning. Teachers need to continuously monitor the students in order for him or her to be aware of any difficulties the student is having. The communication between the student and the teacher serves as a connection between the two.

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

The teachers create an environment where students feel safe and respected. The teachers and school develop and reinforce classroom rules and norms. Teachers also have an environment where students support each other. By promoting a positive peer relationship, a positive environment is created built on trust and respect. In addition, teachers and staff nurture positive relationships with all students.

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

The school and staff are trained on the discipline procedures and policies. This allows for consistency. The code of conduct is explained with the students via a PowerPoint the first nine weeks. This is reviewed every nine weeks with the students. It is also previewed with new students as they enroll. Incentive programs are offered at the school. Weekly "principal awards" are given out to students who have been caught doing something good. There is also a school-wide incentive program in the cafeteria, where students are rewarded for good behavior. Monthly character traits are highlighted throughout the school year. In addition, the Superflex program is implemented within the classrooms.

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 Elementary ensures that social-emotional needs of all students are being met. This is done by providing support for those students who need it. Support groups are created based on student needs. Certain aspects of SuperFlex is utilized to meet individual needs. SEDNET services are also available to meet the social-emotional needs of the students.

Early Warning Systems

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

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

Sunrise Elementary's early warning system and indicators help for early intervention. Excessive absences and tardies are used. In addition, we use the data if students have one or more suspensions, whether in school or out of school, low performing scores in English Language Arts or mathematics, or receive a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	2	6	2	1	0	0	11
One or more suspensions	1	3	0	0	0	2	6
Course failure in ELA or Math	0	0	2	1	1	5	9
Level 1 on statewide assessment	0	0	0	3	8	9	20

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

Indicator	Grade Level		Total
	5		
Students exhibiting two or more indicators	2		2

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

Students receive intervention in reading and math based on the needs. Before or after school tutoring is offered for those who are either failing and/or received a level 1 on the state assessment. Behavior interventions and strategies are implemented for those who are suspended or showing discipline issues. The social worker talks with the families of the students with excessive absences or tardies to discuss the reasons why.

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

Approximately 75% of the parents of Sunrise Elementary will participate in at least two or more school events. We believe that parent involvement will help to increase student achievement in the areas of reading, writing, math, and/or science. Parents are involved in Curriculum Night, Family Fit Night, State assessment night, report card conferences, and many other events.

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 Elementary utilizes the Partner in Ed program. For this, local companies offer resources to the school to support the learning. This helps to increase academic achievement. In addition, Sunrise implemented a Sunrise Supporters program. Businesses pay money to hang banners and send home flyers two times a year. The money that they pay is used towards technology.

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
Bainbridge, Denise	Principal
Waltz, Ginger	Other

Duties

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

Principal: Will assist teachers with data-based decision-making skills to ensure school based data is being implemented.

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

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into instruction with struggling students, and collaborates with general education teachers through activities.

CRT: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on 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 struggling learners, 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. Each resource teacher is to support technology programs in their area.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention and documentation.

Speech Language Pathologist: Educates the team in the role language plays in curriculum,

assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills
Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The team meets once a week, on Wednesdays to engage in the following activities:
Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus while making decisions about implementation.

Order of Meetings

- Meet with Grade Level Team
- Meet 1-1 with MTSS Administrative Liaison
- Informal MTSS Meeting with Liaison, ESE, Teacher, other
- Formal MTSS Meeting #1
- Formal MTSS Meeting #2 (3-6 weeks later)
- Formal MTSS Meeting #3 (3-6 weeks later)

MTSS Administrative Support Team

ROLE in 2014-2015:

1. Will assist grade level/teacher in data analysis.
2. Assist in problem solving for grade level/individual students.
3. Assist in progress monitoring and graphing using easycbm.com.
4. Gather instructional resources/interventions.
5. Assist in scheduling a Formal MTSS Meeting when needed.
6. Meet to discuss school data trends and student/teacher needs

The Mission of Orange County Public Schools states - To lead our students to success with the support and involvement of families and the community. Sunrise Elementary is very fortunate to have the support and involvement of the following:

Title II - The fourth grade PLC will meet to research and understand the changes to the new FCAT writing scoring to help teachers improve their instructional practices. Additionally, for follow-up, our fourth grade team will be given "scoring days" in which to score prompts, review the data, and plan instructional strategies based on the data they collected on the new FCAT Writing standards. In addition, this PLC will report back to other teachers on the information that was learned.

SAI - Tutoring

3 week rotation (6 day rotation) for a total of 12 weeks

Day 1 – Give Pre Test

Instruct students on strand/skill

Day 2- Instruct students on strand/skill

Day 3- Instruct students on strand/skill
 Day 4- Instruct students on strand/skill
 Day 5- Instruct students on strand/skill
 Day 6- Instruct students on strand/skill
 Give Post Test
 Students rotate to the next teacher for three weeks

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Denise Bainbridge	Principal
Shelby Benson	Parent
Grace Cabrera	Teacher
Jason Gonder	Parent
Sarah Gonder	Parent
Eric Gray	Parent
Jeanne Hierholzer	Teacher
Gail Imbornoni	Business/Community
Patricia LaChance	Teacher
Jeff McGowan	Parent
Lisa Meyer	Parent
Leslie Parker	Teacher
Marlene Pocock	Teacher
Nicole Rutledge	Teacher
Pepper Shrock	Teacher
Paul Walker	Parent

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 SAC members met to review the state assessment scores as identified as areas of needs on last year's school improvement plan. The data was reviewed to see if growth was made and the achievement gap closed.

Development of this school improvement plan

SAC was introduced to the new template. Input was solicited by members. School areas of concern were identified and a plan to address these were discussed.

Preparation of the school's annual budget and plan

There was a SAC retreat in May, 2014. The needs of the school and student projections were discussed. Priorities of the school were decided upon for the budget.

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

All funds are to go towards new technology for the school.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Bainbridge, Denise	Principal
Waltz, Ginger	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to promote reading success in steps. We will meet regularly to discuss as well as analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate curriculum to be sure it is coherent across all grade levels. Designated members will meet with grade level teams to share reading messages and plans for the school year. Grade level leaders will keep their teams' Administrative team member informed of team decisions on their professional needs to strengthen student learning. The literacy team will choose Professional Development that is aligned with the needs of our staff. This will promote sustained growth while promoting perseverance among young readers. Each student that completes his/her AR reading goal will be recognized and presented with a certificate on the morning news. This committee will coordinate Young Author's Week. Students will read expansive novels and utilize the writing process to alter the plots and endings of various Newberry and Caldecott book award winners. Teachers will conduct a science reading investigation club to explore inquiry procedures through reading exploration exercises. Grade level team leaders are also members of the Literacy Leadership Team and will monitor AR participation for their grade level while encouraging teachers to utilize the program to promote sustained in reading through rewards and incentives.

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

Grade level teams have common planning time to allow for collaboration. Monthly school-wide times is allotted to allow for vertical planning. Instructional Rounds and classroom observations are conducted. These are completed when a teacher identifies a weakness they have. They are able to observe a teacher using the strategy in order to improve. PLCs are implemented. In addition, professional development is offered for identified areas.

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

Opening our campus to college interns and volunteers is one way we can promote our campus environment and let preservice teachers know what our school can offer them as teachers. Ginger Waltz, CRT

All new teachers are also assigned mentors, experienced teachers who meet with them on a daily basis to answer any questions and to provide guidance. Our Instructional Coach and mentors are available to answer any questions. Nicole Rutledge, Instructional Coach

Sunrise's goal is to train and retain our teachers through continuous support and professional development. Additionally, all teachers are provided with many opportunities to attend professional development

training at the district and at Sunrise throughout the year. Ginger Waltz

Interviews for open teaching positions happen with a committee of teachers and staff to be sure that the prospective new teacher will fit with our school needs and the grade level needs. Also, the prospective new teacher gets to meet the teachers on staff they would be working with if they were to join our school. Interview

questions are standard for every applicant so that we can compare their answers to our identified needs. Denise Bainbridge, Principal

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

New teachers are paired with veteran teachers. We use the OCPS mentor protocol. We pair teachers with similar placements.

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

Sunrise Elementary ensures its core instructional program and materials are aligned to Florida standards. The teachers review the county sire, IMS, to review scope and sequence. The leadership team reviews lesson plans and conducts walk throughs.

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 Elementary uses data to provide and differentiate instruction. This is used to meet the diverse needs of the students. The leadership teams reviews the data to find areas of needs. A focus calendar is created based on this information. For the focus calendar, a pretest is given. Teachers focus on the idea for three weeks. Students are given intervention or enrichment based on their needs. Three weeks later a post test is given to see if there is mastery.

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: After School Program

Minutes added to school year: 1,440

3 week rotation (6 day rotation)

Day 1 – Give Pre Test

Instruct students on strand/skill

Day 2- Instruct students on strand/skill

Day 3- Instruct students on strand/skill

Day 4- Instruct students on strand/skill

Day 5- Instruct students on strand/skill

Day 6- Instruct students on strand/skill

Give Post Test

Students rotate to the next teacher for three weeks. They will go to a total of 4 different rotations. Each teacher will focus on a specific strand. Strands will include inferences, predictions, main idea, sequence of events, compare and contrast, and cause and effect.

Strategy Rationale

This allows the students to have an intense focus on areas of needs. They then rotate and get another area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Waltz, Ginger, ginger.waltz@ocps.net

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

Pretests will be given at the start of the rotation. A post test will be given at the end. Data will be compared to see student growth. This will also allow us to see who needs reteaching.

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

Although we do not have VPK classes, we will monitor the FLKRS scores to monitor students who will enter elementary school ready based on FLKRS Data. A school orientation program is offered to incoming Kindergarteners and their parents. Students are also able to tour the school before entering. Assessments are given to see how the teachers need to differentiate instruction. Vertical planning allows students a smoother transition from one grade to another. We work closely with the middle school to ensure students are prepared.

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

We work with UCF. We celebrate college colors week. We also participate in Destination College.

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

Teachers utilize the Junior Achievement Program in their class. They also relate the curriculum to real life topics. This can be done in math, relating the skill to real life problems. Current Events are also discussed and written about. Connections are made between the curriculum and real world situations. Teachers also invite guest speakers into their class through Teach-In to speak about their jobs. We also participate in Destination College.

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

We conduct a Teach-In at our school. This allows various members of the community to come in and discuss their job with the students. We also partner with local businesses. They offer support where it is needed.

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

NA

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.** Sunrise will implement authentic, real-world applications within the classroom by increasing rigor that is teacher facilitated and student-centered.

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. Sunrise will implement authentic, real-world applications within the classroom by increasing rigor that is teacher facilitated and student-centered. 1a

G038436

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	62.0
ELA/Reading Gains	74.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Teachers will utilize the "outdoor classroom" to enhance learning
- Teachers will incorporate more hands-on learning with their students
- Teachers will incorporate more informational text with their students

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on how to incorporate hands-on learning

Plan to Monitor Progress Toward G1. 8

Data from Performance Matters testing in math, reading, and science will be used to monitor for progress monitoring. In addition, pre and post tests used for the focus calendar will be utilized.

Person Responsible

Ginger Waltz

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

The student's FCAT scores from the previous year will be used as a baseline. In addition, the first Performance Matters assessment will also be used. We will use the pre and post test as well as the second Performance Matters assessment to see if there is an increase in student achievement.

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. Sunrise will implement authentic, real-world applications within the classroom by increasing rigor that is teacher facilitated and student-centered. **1**

 G038436

G1.B2 Lack of knowledge on how to incorporate hands-on learning **2**

 B092230

G1.B2.S1 Incorporate professional development with the teachers on how to have the teachers act more as a facilitator of learning. **4**

 S103132

Strategy Rationale

This will allow students the opportunity to learn strategies to utilize with their students.

Action Step 1 **5**

Identify the areas of need for professional development.

Person Responsible

Ginger Waltz

Schedule

On 9/5/2014

Evidence of Completion

Use previous year's observations and principal input.

Action Step 2 5

Conduct professional development on hands-on learning strategies the teachers can use. This will allow teachers to act more of a facilitator.

Person Responsible

Ginger Waltz

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Teacher observations and walk throughs

Action Step 3 5

Provide teachers with resources to utilize with the hands-on lessons.

Person Responsible

Denise Bainbridge

Schedule

Biweekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Teacher walk throughs and meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership will conduct classroom walk throughs to monitor the use of hands-on learning.

Person Responsible

Denise Bainbridge

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Teachers will provide more authentic, real-life lessons in their classrooms. With this, teachers will be acting more as a facilitator. Appropriate rigor will be applied.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will be able to attend professional development on how to incorporate hands-on learning. Authentic, real-life tasks will be implemented with the class. These can be observed during teacher observations.

Person Responsible

Denise Bainbridge

Schedule

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

Evidence of Completion

This will be evident in teacher observations and classroom walk throughs.

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
G1.B2.S1.A1	Identify the areas of need for professional development.	Waltz, Ginger	8/29/2014	Use previous year's observations and principal input.	9/5/2014 one-time
G1.B2.S1.A2	Conduct professional development on hands-on learning strategies the teachers can use. This will allow teachers to act more of a facilitator.	Waltz, Ginger	9/8/2014	Teacher observations and walk throughs	6/3/2015 monthly
G1.B2.S1.A3	Provide teachers with resources to utilize with the hands-on lessons.	Bainbridge, Denise	9/8/2014	Teacher walk throughs and meetings	6/3/2015 biweekly
G1.MA1	Data from Performance Matters testing in math, reading, and science will be used to monitor for progress monitoring. In addition, pre and post tests used for the focus calendar will be utilized.	Waltz, Ginger	9/15/2014	The student's FCAT scores from the previous year will be used as a baseline. In addition, the first Performance Matters assessment will also be used. We will use the pre and post test as well as the second Performance Matters assessment to see if there is an increase in student achievement.	5/29/2015 monthly
G1.B2.S1.MA1	Teachers will be able to attend professional development on how to incorporate hands-on learning. Authentic, real-life tasks will be implemented with the class. These can be observed during teacher observations.	Bainbridge, Denise	9/8/2014	This will be evident in teacher observations and classroom walk throughs.	5/29/2015 monthly
G1.B2.S1.MA1	Leadership will conduct classroom walk throughs to monitor the use of hands-on learning.	Bainbridge, Denise	9/15/2014	Teachers will provide more authentic, real-life lessons in their classrooms. With this, teachers will be acting more as a facilitator. Appropriate rigor will be applied.	6/3/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Sunrise will implement authentic, real-world applications within the classroom by increasing rigor that is teacher facilitated and student-centered.

G1.B2 Lack of knowledge on how to incorporate hands-on learning

G1.B2.S1 Incorporate professional development with the teachers on how to have the teachers act more as a facilitator of learning.

PD Opportunity 1

Conduct professional development on hands-on learning strategies the teachers can use. This will allow teachers to act more of a facilitator.

Facilitator

Nicole Rutledge

Participants

Instructional Teachers

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Sunrise will implement authentic, real-world applications within the classroom by increasing rigor that is teacher facilitated and student-centered.	13,000
Grand Total	13,000

Goal 1: Sunrise will implement authentic, real-world applications within the classroom by increasing rigor that is teacher facilitated and student-centered.		
Description	Source	Total
B2.S1.A2 - Substitues for instructional rounds and to attend professional development.	Title II	8,000
B2.S1.A2 - Tutoring before and after school for our lowest 25%	Title II	3,000
B2.S1.A2 - Assessment kits to level the students and find their needs	Other	2,000
Total Goal 1		13,000