

Sunrise Elementary School



2014-15 School Improvement Plan

Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

72%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

A

A

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	20
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	24

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 School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

Provide the school's vision statement

Sunrise Elementary School will meet needs of the whole child through an environment that encourages high expectations for the whole child.

School Environment

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

Sunrise Elementary is a multicultural melting pot where staff is trained to recognize differences among the students. The differences are not just social, but academic. All the instructional staff are ESOL endorsed or are working toward endorsement. Our guidance department actively teaches tolerance and focuses on character development. With the district's Stop Bullying Now theme, the school emphasizes the importance of tolerance and respect. Teachers also create an atmosphere conducive to cooperation and understanding throughout the day.

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

As part of our mission statement Sunrise Elementary focuses on community outside of and within the school with our various clubs and outreach opportunities. Our Service Learning Club chooses projects that have a direct impact in the community. With the 10 plus clubs, students make a connection to school as a place that is an extension of the home. Also, there is a anti-bullying policy that was incorporated county-wide a few years ago. We are also implementing a new program called PAL (Positive Actions Lift) which will identify at least one student per class that is a true PAL on a monthly basis. At the end of each month, we will celebrate this quality in an assembly hosted by an iconic character called Pokey.

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

We have what we refer to as the Sunsational Behavior Reinforcement Program at Sunrise Elementary. Our objectives are clearly outlined in the teacher handbook along with behavioral expectations. A color system is used school-wide to allow for consistency between grade levels and classes. Due to the character counts and the behavior reinforcement students know what is expected of them. The Behavior Committee uses a variety of incentives to reinforce positive behavior throughout the school day. Sunsational dollars are used routinely and a school store is set up for students to "spend" their dollars.

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

Our school counselor conducts a pre-planning in-service to share her role and responsibilities so the teachers know how to use her services throughout the school year. Referrals are done routinely to obtain counseling intervention in groups or 1:1.

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

The schools early warning system includes warnings for the following indicators: attendance below 90%, two or more suspensions, course failure in ELA, and Level 1 scores on FCAT.

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
	1	2	3	4	5	
Attendance below 90 percent	13	0	0	0	0	13
One or more suspensions	6	5	2	13	13	39
Course failure in ELA or Math	0	2	4	14	18	38
Level 1 on statewide assessment	0	0	20	21	28	69

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	16	22	42

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

Students with retention and low reading achievement are targeted for MTSS intervention. The interventions include but are not limited to the following: Fountas and Pinnell-Leveled Literacy Interventions(LLI), Passport Voyager, FCRR. ELL students with indicators receive Elements of Reading Vocabulary intervention. Students with office referrals are looked at for MTSS behavior interventions. Attendance indicators are reviewed routinely by the school's attendance committee. Student will also have opportunity to attend extended learning opportunities for Math based on Math course failure.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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 has a healthy relationship with its business partners including in-kind services and volunteerism through tutoring (Bookmark Buddies) and mentoring. We do Partner of the Year and use our newsletter to promote our active business partnerships. The relationships between the school and its business partners has grown vastly in the last couple of years. We participate in the monthly business partner meetings hosted by the district OASIS office.

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
Campbell, John	Principal
Layton, Amy	Assistant Principal
Cummings, Erin	Instructional Coach
Henry, Melissa	Instructional Coach
Petrangeli, Kodie	Instructional Coach
Williams, Shelly	Guidance Counselor

Duties

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

2. IAT Members, function and responsibilities:

Guidance Counselor- MTSS Coach. The MTSS coach maintains documentation, parent and teacher communication and oversees the development of the MTSS program. The MTSS coach also serves as a grade level contact for 4th and 5th grade, in addition to reviewing and preparing data for monthly reviews.

Literacy Coach- Curriculum Specialist. The Literacy Coach assists in the selection of the intervention curriculum. She serves as a liaison between core curriculum and intervention needs. The Literacy coach also serves as a grade level contact for 1st and 2nd grade, in addition to reviewing and preparing data for monthly reviews.

Learning Resource Specialist- The Learning Resource Specialist serves as a grade level contact for Kindergarten and 3rd grade, in addition to reviewing and preparing data for monthly reviews.

School Psychologist- The School Psychologist serves as a behavior expert and a liaison between District and school communication.

Assistant Principal- The Assistant Principal assists all grade level contacts in a supportive role as well as assists in accountability on behalf of the teachers.

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

1. The Intervention Assistance Team (IAT), composed of the Guidance Counselor, Learning Resource Specialist, Literacy Coach, School Psychologist and Assistant Principal, reviewed the FCAT, SAT and STAR Reading data. The IAT reviewed school wide data in addition to grade level data. Data is reviewed after each test administration by the IAT. Students in the lowest quartile of each grade level were identified to receive interventions. Diagnostic reports were reviewed for each of the students in the lowest quartile in an effort to target the area of weakness and identify the appropriate intervention. Students in Tier 2 receive interventions during the iii period. Tier 3 students receive interventions during iii time in addition to the tier 2 interventions.

Sunrise will incorporate state funds for the Summer Reading Remediation(3rd grade) required by the state. The ELO (Extended Learning Opportunities) continue throughout the year supported by local funds to remediate those students in the lower 25% quartile in Math and Reading.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Heidi Dawson	Teacher
Keisha Teixeira	Parent
Catherine Cruz	Parent
Katie McKenna	Teacher
Cindy Coover	Teacher
Cheryl Hernandez	Parent
Christina Yates-Rodriguez	Parent
Rebecca Prevatt	Teacher
Nancy Andrews	Teacher
Amabel Cruz	Parent
Larry Payne	Parent
Marilyn Scott	Teacher
John Campbell	Principal
Christine Diaz	Parent
Anais DeLaCruz	Parent
Manishca Merilan	Parent
Nicole Hearp	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

School's leadership team, teachers, and SAC reviewed the core curriculum areas during the summer, pre-planning and at the first SAC meeting. While we fell short in almost all areas with the exception of science, we have chosen to target the math again this year. Our 5th grade science was a bright spot with a 5% increase from last year. Our minimum target will be 5-10 percentage points in all the core academic areas. We feel this is doable.

Development of this school improvement plan

The SAC starts looking at the coming year with the AdvancED survey results published in the Spring. Parent involvement, student engagement, staff reflection, etc. are looked at and ideas floated. As the data is obtained, additional feedback will be used to determine what goals need to be addressed for the coming school year.

Preparation of the school's annual budget and plan

The state allocates \$5 per student based on the school's population, the SAC committee approves how these funds are used for teacher and student benefit.

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

Of the \$1312 funds allocated for the 2013-2014 school year. \$358 was used for special area teacher professional development and \$214 was used for Sunsational Dollars student incentives store.

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
Campbell, John	Principal
Petrangeli, Kodie	Instructional Coach
Santiago, Jessica	Teacher, K-12
Arroyo, Naidaly	Teacher, K-12
Sanders, Erica	Teacher, K-12
Hernandez, Wanda	Teacher, K-12
Cuevas, Ana	Teacher, K-12
Liptak, Janice	Teacher, K-12
Lingburgh, Glorida	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team, represents all grade levels working together to promote literacy through a variety of events. Having vertical collaboration ensures all students are accessed through the events. They plan a Literacy Night during the month of December that involves the entire family. The team also coordinates authentic literacy activities during Celebrate Literacy Week in January. During the month of March the primary grade levels participate in Read Across America. Also, the team will host a Reading Fair in May where students will create a display about their favorite book. Lastly, they arrange Author visits to instill their passion of literacy in the students.

Public and Collaborative Teaching

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

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

Teachers are provided with coverage once a month to meet with instructional coaches to develop grade level integrated unit plans. Also, grade levels meet to do weekly planning along with a monthly grade level PLCs to use data to guide student achievement.

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

District Human Resources allocates the units, advertises available positions, and school administrators interview only the Highly Qualified individuals.

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

As teachers are hired, the name is referred to the Learning Resource Specialist to conference with the teacher to determine what further training or in-service will be needed. If the teacher is a graduate of a Florida accredited university, they can be fast tracked with the on-line district requirements. If the teacher is from outside of Florida there are other state requirements that must be met. A mentor will be assigned to each new teacher regardless of experience level. During pre-planning week, a mentor/mentee social is held to introduce them to their "buddy". An experienced teacher will only need their mentor to orient them to Sunrise. A mentor to a new teacher will help them acquire the skills and provide them with the confidence and guidance they need to be successful in the profession. The Learning Resource Specialist will frequently contact mentors and mentees to track progress and assist when needed.

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

Instructional Programs-

Through collaborative planning, instructional coaches meet with grade levels to develop content specific units using the Florida Common Core ELA standards coupled with the NGSS Science and Social Studies Standards. The teachers are asked to write learning goals that are formed directly from the standards. The units vary in length and require assessment of content standards and skill standards. Teachers select literature and activities that directly relate to the content standards and the ELA standards. Math units have been developed using the Common Core Math Standards. Teachers select resources and activities that directly relate to the Math Standards. The units vary in length and require assessment of the standards.

Instructional Strategies

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

Data is used in a variety of ways-

1. Grade Level PLC- Teachers will meet weekly to monitor on grade level standard assessments. As a grade level they will look at their assessment results for each standard to determine guided reading and guided math groups during their designated reading and math times. In addition to the data review, the data is used to develop needed professional development presented by instructional coaches, resource teachers and classroom teachers.
2. Vertical Councils- Teachers and staff meet vertically once a month to review school wide progress monitoring. The different grade levels will compare and discuss the reading, math and science scores for the standards assessed to determine grade level needs. It is the responsibility of the grade level representative to report back to the grade level the findings in the grade level councils.
3. MTSS- The MTSS committee meets twice a month to review the data for all identified and referred students for tier 2 and tier 3 interventions. The teachers or interventionists meet in small group with the lowest quartile of their class implementing specific intervention curriculum. Specific skills are targeted and monitored through weekly, bi-weekly and/or monthly progress monitoring. The teachers submit the data to the MTSS committee to review for an increase or decrease in the amount of interventions and/or to refer the student for evaluation.

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

Strategy: Extended School Day

Minutes added to school year:

2. Enrichment and/or quality of learning time-

Enrichment- Teachers will be utilizing the iii time as a time of enrichment for gifted/high achieving students. They have been provided specific enrichment reading and math curriculum to provide opportunities for extended, accelerated learning. The teachers are responsible to track and monitor student progress. Some extended learning opportunities for enrichment also include Battle of the Books, Math and Science Olympiad.

Extended School Day- Based on current math progress monitoring, students will be selected for an extended learning opportunity outside of the school day. Identified students in grades 2-5 will receive an additional 100 minutes a week working in a small group setting using specific math remediation curriculum. In addition, students will be accessing math fluency and problem solving skills through Moby Max, FCAT explorer and Think Central. Identified students in grades K-1 will participate in an additional 135 minutes a month in an afterschool program titled WeLearn. These students will work in small groups targeting foundational skills of letter names, sounds, numbers and shapes.

Strategy Rationale

Not all students progress at the same rate therefore we attempt to provide additional learning opportunities for some of our struggling learners as well as enrichment opportunities for the high achieving students. In an effort to concentrate on specific areas, grades K-5 reading interventions are targeted throughout the day through the iii time. Grades 2-5 math is targeted through the ELO program. Grades K-1 math and reading is targeted through the WeLearn program. The gifted/high achieving enrichment in math and reading is targeted throughout the day as well as through after school activities. Multiple resources and curriculum has been reviewed and selected by the instructional coaches. Personnel implementing the curriculum are trained to use the resources. Our goal is to provide the best learning opportunities by concentrating our efforts in specific areas, training our staff on identified, effective curriculum, and selecting the students based on current data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Layton, Amy, laytona@osceola.k12.fl.us

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

For each of the programs data is tracked and monitored. STAR progress monitoring is collected monthly for both reading and math. Progress monitoring for tier 2 interventions is collected bi-weekly through passage fluency. Progress monitoring specific to the targeted skill is monitored weekly through FCRR. WeLearn students have a pre-assessment as well as a post assessment to demonstrate growth. The gifted/high achieving enrichment students are tracked and monitored bi-weekly through Jacob's ladder and Sunshine Math.

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

We are fortunate to have a VPK program at Sunrise Elementary. There are 36 students in the program. The Lead Teacher works closely with district Early Literacy program specialist to provide a quality pre-school program. Students who enter kindergarten from this program are markedly ready for our curriculum.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve standards based instruction through a solid foundation of PLC's along with grade level collaboration and unit planning.

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. Improve standards based instruction through a solid foundation of PLC's along with grade level collaboration and unit planning. 1a

G042001

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0
FSA - Mathematics - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	60.0
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- Instructional coaches available during grade level PLC's.
- Trained interventionist to provide quality intervention instruction.
- MTSS committee to support teachers and assist in identifying gaps in learning.
- County provided professional development.
- Coach led professional development based on PLC's smart goals.
- Vertical councils that review, analyze, and implements instructional strategies based on school wide data.
- Updating technology to enhance learning.

Targeted Barriers to Achieving the Goal 3

- Scheduling time to ensure fidelity.

Plan to Monitor Progress Toward G1. 8

PLC's are using common assessments and analyzing data to drive instructional decisions.

Person Responsible

Amy Layton

Schedule

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

Evidence of Completion

PLC minutes, Professional development sign-in sheets, and grade level compiled data.

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. Improve standards based instruction through a solid foundation of PLC's along with grade level collaboration and unit planning. **1**

 **G042001**

G1.B1 Scheduling time to ensure fidelity. **2**

 **B102208**

G1.B1.S1 Provide one additional two hour planning session. **4**

 **S127383**

Strategy Rationale

Allows time for teachers to build a knowledge base by deconstructing and integrating standards, collaborative planning and aligning goals to new assessment requirements.

Action Step 1 **5**

Sunrise is committed to providing coverage for grade level classrooms to allow additional teacher planning.

Person Responsible

Amy Layton

Schedule

Monthly, from 9/3/2014 to 5/20/2015

Evidence of Completion

Completed unit planners, classroom walkthroughs with evidence of implementation.

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

Administration and lead team will conduct classroom walkthroughs.

Person Responsible

John Campbell

Schedule

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

Evidence of Completion

Administrative walkthrough observations. Also, grade levels will debrief after units are taught and provide reflections.

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

Schedule to ensure coverage of classrooms.

Person Responsible

Amy Layton

Schedule

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

Evidence of Completion

A schedule for para and substitute coverage. Substitutes are present for coverage.

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.B1.S1.A1	Sunrise is committed to providing coverage for grade level classrooms to allow additional teacher planning.	Layton, Amy	9/3/2014	Completed unit planners, classroom walkthroughs with evidence of implementation.	5/20/2015 monthly
G1.MA1	PLC's are using common assessments and analyzing data to drive instructional decisions.	Layton, Amy	8/29/2014	PLC minutes, Professional development sign-in sheets, and grade level compiled data.	5/29/2015 monthly
G1.B1.S1.MA1	Schedule to ensure coverage of classrooms.	Layton, Amy	8/25/2014	A schedule for para and substitute coverage. Substitutes are present for coverage.	5/29/2015 monthly
G1.B1.S1.MA1	Administration and lead team will conduct classroom walkthroughs.	Campbell, John	8/25/2014	Administrative walkthrough observations. Also, grade levels will debrief after units are taught and provide reflections.	5/29/2015 daily

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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0