FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SUNRISE ELEMENTARY SCHOOL

District Name: Volusia

Principal: James Bishop

SAC Chair: Sondra Shelton

Superintendent: Margaret Smith

Date of School Board Approval: Pending approval of board on December 11, 2012

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James Bishop	BS MS Specialist in Education: Administration	1	27	2011-2012 B 59 52 66 62 53 63 2010-2011 Human Resources Volusia County position 2009-2010 B 86 81 65 67 47 52 2008-2009 A 95 89 85 73 76 63 2007-2008 B 88 87 70 64 53 44 2006-2007 A 92 86 74 68 75 68 2005-2006 A 93 90 73 58 70 N/A 2004-2005 A 92 93 73 72 67 N/A
Assis Principal	Tracy Buckner	AA BS Elementary Education MED Education Leadership	8	8	2011-2012 B 59 52 66 62 53 63 2010-2011 A 85 80 70 74 69 71 2009-2010 A 81 78 77 59 66 71 50 67 2008-2009 A 80 75 91 61 68 69 61 69 2007-2008 A 81 79 69 53 71 71 65 73 2006-2007 B 77 73 73 42 67 55 58 51 2005-2006 B 79 73 62 60 66 57 2004-2005 A 83 80 78 69 75 60

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Elem. Ed	Tara McCarthy-Ward	AS Early Childhood Ed. AA BS Elem. Ed. Masters reading K-12 Reading Endorsement ESOL Endorsement Certified: Elementary 1-6	12	5	2011-2012 B 59 52 66 62 53 63 2010-2011 A 85 80 70 74 69 71 2009-2010 A 81 78 66 71 50 67 2008-2009 A 80 75 68 69 61 69
Elem. Ed	Maureen Taylor	BA in Education Masters in Instruction and Curriculum Reading Endorsment Certified: Primary K – 3 Elementary 1 – 6	20	5	2011-2012 B 59 52 66 62 53 63 2010-2011 A 85 80 70 74 69 71 2009-2010 A 81 78 66 71 50 67 2008-2009 A 80 75 68 69 61 69 2007-2008 A 81 79 69 53 71 71 65 73

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Teacher Programs(Individualized PD, mentors, peer classroom visits, other site visits)	Administration,Coaches, Staff, Mentor teachers	June, 2013	
2	Professional Learning Communities	Administrative Staff, Curriculum Leadership Team PLC Data Team	Ongoing	
3	Leadership Opportunities	Administrative Staff	June, 2012	
4	Professional Development	Administrative Staff Curriculum Leadership Team PLC Data Team	June, 2012	
5				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7% (3)	Providing ESOL Modules for completion

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	8.9%(4)	24.4%(11)	42.2%(19)	28.9%(13)	42.2%(19)	93.3%(42)	17.8%(8)	4.4%(2)	40.0%(18)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kim Quigley	PAR Teacher Celeste Johnson-Mentor Vickie Banks-Evaluator	Kim is a first year teacher being mentored by a district assigned Peer Assistance and Review (PAR)teacher.	Planned Mentoring Activities Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Morgan Baldwin	PAR Teachers Celeste Johnson-Mentor Vickie Banks-Evaluator	Morgan is a first year teacher being mentored by a district assigned Per Assistance and Review (PAR) teacher.	Planned Mentoring Activities Coaching, Observation, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Lindsay Delrosario (Miller)	PAR Teachers Celeste Johnson-Mentor Vickie Banks-Evaluator	Lindsay is a first year teacher being mentored by a district assigned Per Assistance and Review (PAR) teacher.	Planned Mentoring Activities Coaching, Observation, collaborative lesson planning, Empowering Educator Excellence Program (E3)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Sunrise Elementary include: (please customize this from your budget sheet)
• Academic Coach for the purpose of comprehensive staff development
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Math Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring during the teaching day (Sub as a Tutor)
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Sunrise Elementary utilizes these resources though the following:
• Additional 30 minute reading small group instruction

Violence Prevention Programs

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Bullying program
• Life Skills and Lifelong Guidelines
• Suicide prevention program
Conflict Resolution

Nutrition Programs

Nutrition Programs

Sunrise Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutritional Information in Monthly Newsletter

Housing Programs

N/A

Head Start

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Sunrise Elementary offers students career awareness opportunities through guest speakers from business and industry, and field trips to business and industry locations.

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PST/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PST/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PST/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PST/RtI at PST meetings.
School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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 Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Curriculum Leadership Team acquire knowledge through district trainings, process the knowledge to plan for dissemination.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).
End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis or as determined by principal
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-

based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Our Literacy Leadership Team identified as Curriculum Leadership Team at Sunrise Elementary has been meeting for the last 3 years to support our work with the Volusia Proficiency Model. Much of the conversation centered on the Pyramid of Intervention and what activities should fall in Tier II annd Tier III. Our lack of resources and manpower to provide Tier II interventions that isn't invitational and within the school day the team has begun to focus on core instruction. Our goal through staff development, walk through, Professional Learning Community data discussions, and reflective practice is to improve core instruction at Sunrise Elementary.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the model from Fisher and Frey Better Learning Through Structured Learning of; focus lesson, guided instruction, collaboration, and indepentent task.

Reading Intervention Coaches: Support team decision making based on knowledge of research based programs.

Volunteer 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 insure implementation of model

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Collaboration insures rigor in grade level standards as well as meeting IEP goals. Students recieve instruction in grade level classrooms to insure all students are receiving core instruction with their classroom teachers.

Curriculum Leadership Team acquires knowledge through district trainings and processes knowledge to plan for dissemination.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Team meets weekly to discuss how to best support Sunrise Teachers as we implement Common Core instruction in all areas; reading, writing, math, science, and social studies. Teachers on the team meet with their grade level teams to provide feedback for ongoing needs to support teachers with implementation. Decisions are made how to best way to provide staff development on areas of need; in house, district personnel, outside consultants, book study, etc.

What will be the major initiatives of the LLT this year?

Training and implementation of Common Core Standards

Implementation of content area text into the reading block to insure students are reading more complex text.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.9%(85)	33.9%

Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students with disabilities, a large number of students number with low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk.	Ensure that ESE, and ELL teachers and GenEd teachers collaborate on learning goals to insure that all students are held to high expectation	Administrative Staff Faculty	Ongoing monitoring of formative and summative assessment data. Trackstudent trends using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
2	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Administrative Staff Academic Coaches Faculty	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Pinnicale Gradebook and meet regularly as grade-level PLC teams to foster growth among all students using formative data	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
3	Poor attendance	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Administrative Staff Faculty Social Worker Attendance Clerk PST Chairman Academic Coaches	Professional Learning Communities PST Process	Developmental Reading Assessment Fair data Common Formative Assessments District Assessments FCAT Results
	Lack of Parent	Curriculum Focus Nights	Administrative	PLC Data Teams	Developmental

4	Involvement	need to be explored and continued as needed. Exploration in the possibility of establishing a PTO/PTA.	Staff Faculty School Advisory Council	Curriculum Leadership Team School Advisory Council	Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results Parent Participation Survey
5	Lack of Student Motivation	Kagan Structures	Administrative Staff Faculty	Professional Learning Communities Kagan Coaches Curriculum Leadership Team	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
6	Time for all students to receive differentiated instruction daily.	Students are grouped in flexible small homogenous groups based on formative assessment for 30 minutes daily.	Classroom teachers	Ongoing monitoring of formative and summative assessment data. Trackstudent trends using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
7	Teachers are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Academic Coach Curriculum Leadership Team	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
8	Lack of time to acquire new knowledge to support Volusia County Initiatives.	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core instruction	Administrative Staff Curriculum Leadership Team Faculity	Ongoing monitoring through VSET observations Teacher records of reflections on implementation of strategies use	FAIR data Common Formative and Summative Assessments District Assessments FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:	
N/A		N/A	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 5%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:	
30.3 (89)		35.3%	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Administration Coaching Staff	Ongoing monitoring of formative and summative assessment data. VSET observations and conferences Track student growth using Pinnacle gradebook and meet regularly in PLC to foster growth among all students using formative data.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
2	Lack of exposure to more complex text.	Provide content literacy through book clubs and/or literacy circles.	Administrative Staff Faculty Academic Coaches Media Specialist	Curriculum Leadership Team Professional Learning Communities Administrative Staff	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results

3	Lack of Student Motivation	Kagan Structures	Administrative Staff Faculty	Curiculum Leadership Team Kagan Coaches Professional Learning Communities	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
4	Time for all students to receive differentiated instruction daily.	Students are grouped in flexible small homogenous groups based on formative assessment for 30 minutes daily.	Faculty Academic Coaches	Ongoing monitoring of formative and summative assessment data. VSET observations and conferences Track student growth using Pinnacle gradebook and meet regularly in PLC to foster growth among all students using formative data.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Train teachers to use High Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Administrative Staff Faculty Academic Coaches	Ongoing monitoring of formative and summative assessment data. VSET observations and conferences Track student growth using Pinnacle gradebook and meet regularly in PLC to foster growth among all students using formative data.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
6	Teachers are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards.	Train teachers to use High Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Administrative Staff Faculty Academic Coaches PLC	Ongoing monitoring through VSET observations. Teacher records of reflections on literacy strategy use	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
7	Lack of time to acquire new knowledge to support Volusia County Initiatives.	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations Teacher records of reflections on implementation of strategies use	FAIR data Common Formative and Summative Assessments District Assessments FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	N/A

Reading Goal #2b:

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (326) making Learning Gains	75% making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Concentration on raising scores of students below proficiency.	Ensure that all teachers identify high performing students and receive staff development on strategies including Kagan Structures that challenge high achieving students to make further learning gains.	Administrative Staff Academic Coaches Faculty Curriculum Leadership Team PLC	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
2	Poor Attendance	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Administrative Staff Academic Coaches Faculty Curriculum Leadership Team PLC	Professional Learning Communities PST Process	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored	Administrative Staff	Profession Learning Communities	Developmental Reading

3		and continued as needed. Attempt to make a PTO/PTA again.	Academic Coaches Faculty Curriculum Leadership Team PLC	Curriculum Leadership Team	Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
4	Lack of Student Motivation	Kagan Structure	Administrative Staff Academic Coaches Faculty Curriculum Leadership Team PLC	Professional Learning Communities Kagan Coaches Curriculum Leadership Team	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
5	Lack of reading materials for students in their homes	Grade levels will use leveled guided reading books as take home books for student use.	Administrative Staff Faculty Curriculum Leadership Team	Professional Learning Communities PLC Data Team	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
6	Lack of nonfiction reading material in lower grades	Nonfiction text from Math, Science, and Social Studies to integrate context in the reading block.	Administrative Team Coaches Curriculum Leadership Team Faculty	Professional Learning Communities PLC Data Team	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments District Assessments FCAT results
7	Lack of time to acquire new knowledge to support Volusia County Initiatives.	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core instruction.	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data Common Formative and Summative Assessments District Assessments FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	N/A		N/A	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% making Learning Gains	74% making Learning Gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our number of economically disadvantaged students is growing and a large percentage of these students are not performing on grade level.	Ensure that all teachers identify the lowest 30% in their class and receive staff development in strategies that scaffold struggling learners to reach proficiency. Instructional support ie. teachers as tutors, in school tutoring	Administrative Staff Academic Coach Faculty	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments FAIR FCAT Results
2	Poor Attendance	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Administrative Staff Faculty Academic Coaches Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Developmental Reading Assessment FAIR Data Common Formative Assessments District Assessments FCAT Results
3	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored and continued as needed. Attempt to form a PTO/PTA again.	Administrative Staff Faculty	PLC Data Team	Developmental Reading Assessment FAIR Data Common Formative Assessments

					Parent Participation Survey
4	Lack of Student Motivation	Kagan Structures	Administrative Staff

Faculty

Kagan Coaches | Professional Learning Communities

Kagan Coaches

Curriculum Leadership Team | FAIR data

Common Formative and Summative Assessments

District Assessments

FCAT results |
| 5 | New teachers to Sunrise Elementary lack instructional strategies to support economically disadvanted students. | Professional development in Kagan Structures and Ruby Payne's Framework for Poverty. | Administrative Staff

Academic Coaches | Professional Learning Communities

Curriculum Leadership Team | FAIR data

Common Formative and Summative Assessments

District Assessments

FCAT results |
| 6 | Lack of time to acquire new knowledge to support Volusia County Initiatives. | Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core instruction. | Administrative Staff

Curriculum Leadership Team

Faculty | Ongoing Monitoring through VSET observations

Teacher records of reflections on literacy strategy use. | FAIR data

Common Formative and Summative Assessments

District Assessments

FCAT results |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 2011 76% of Sunrise students scored at a level 3 or higher in reading. Target increase level 3 or 4 higher by 2016-2017 will be 88% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	80	82	84	86	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B: | Student subgroup by ethnicity (Black, Hispanic, White) meeting proficency will increase 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black (55%), Hispanic (70%), White (67%) | Black (59%), Hispanic (74%), White (70%) |

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Challenges of working	Ensure that ESE, and ELL	Adminitrative Staff	Ongoing monitoring of	Developmental

1	with students with disabilities, a large number of students number with low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barrier are moderate to high risk.	teachers and GenED teachers collaborate on learning goals to insure that all students are held to high expectations	Coaches Classroom teachers	formative assessment and summative data. Track students using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data	Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
2	Poor Attendance	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Administrative Staff Faculty Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
3	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored and continued as needed. Attempt to make a PTO/PTA again.	Administrative Staff Faculty	Professional Learning Commuunities	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
4	Lack of Student Motivation	Kagan Structures	Administrative Staff Faculty Academic Coaches	Professional Learning Communities Academic Coaches	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
5	Lack of time to acquire new knowledge to support Volusia County Initiatives.	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core instructions	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use.	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
	Opportunities to train new teachers, funding for follow up coaching.	Teachers will receive training practices that promote high student engagement; receive follow up support and coaching.	Administrative Staff Curriculum Leadership Team	Ongoing monitoring of formative and summative assessment data VSET observation and conferences	Developmental Reading Assessment Common Formative and Summative

					Assessment
6			Faculty	Track student growth using Pinnicale Gradebook and meet regularly as grade-level PLC teams to foster growth among all students using formative data.	District Assessments. FCAT data
7	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration Academic Coaches	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessements and FCAT results Progress monitoring of weekly data using graphs/trend lines.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English Language Learners (ELL) meeting proficency will increase 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% of English Language Learners (ELL) met proficency.	53% of English Language Learners (ELL) will meet proficency.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students with disabilities, a large number of students number with low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barrier are moderate to high risk.	Ensure that ESE, and ELL teachers and GenED teachers collaborate on learning goals to insure that all students are held to high expectations	Administrative Staff Academic Coaches Classroom teachers	Ongoing monitoring of formative assessment and summative data. Track students using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
2	Poor Attendance	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Administrative Staff Faculty Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored and continued as	Administrative Staff Classroom teachers	Professional Learning Communities	Developmental Reading Assessment

				Curriculum Leadership Team	FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
3					
4	Lack of Student Motivation	Kagan Structure	Adminitrative Staff Academic Coaches Classroom teachers	Professional Learning Communities Curriculum Leadership Team	Developmental Reading Assessment FAIR data Common Formative and Summative Assessment District Assessments. FCAT data
5					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students meeting proficency will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	37%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come from ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administrative Staff Academic Coaches Faculty	Ongoing monitoring of formative and summative assessment data. Track student trends using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data.	District Assessements and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	Poor Attendance	Target Identified students who have repeated tardies and absences. Each grade level will insure positive interaction with these students daily.and parents frequently.	Administrative Staff Academic Coaches Faculty Social Worker Attendance Clerk	Professional Learning Communities PST Process	Developmental Reading Assessment FAIR data Common Formative and Summative Assessments

			Social Worker		District Assessments FCAT results
3	Lack of Parent Involvement	Curriculum Focus Nights need to be explored and continued as needed. Exploration in the possibility of establishing a PTO/PTA	Administrative Staff Academic Coaches Faculty	PLC Data Team Curriculum Leadership Team School Advisory Council	FAIR data Common Formative and Summative Assessments District Assessments FCAT results Participation Survey
4	Lack of Student Motivation	Kagan Structures	Administrative Staff Academic Coaches Faculty	Ongoing monitoring of formative and summative assessment data. Track student trends using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data.	FAIR data Common Formative and Summative Assessments District Assessments FCAT results Parent Participation Survey
5	Lack of time for communication between ESE and General Education teachers	Scheduled consultation time	Administrative Staff Academic Coaches Faculty	Ongoing monitoring of formative and summative assessment data. Track student trends using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data.	FAIR data Common Formative and Summative Assessments District Assessments FCAT results Parent Participation Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students meeting proficency will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%	68%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Poor Attendance	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with parents	Administrative Staff Academic Coaches Faculty	Ongoing monitoring of formative and summative assessment data. Track student trends using Pinnacle gradebook.	Developmental Reading Assessment FAIR Data

1		and students frequently.	Social Worker Attendance Clerk PST Chairman	To meet regularly as grade level PLC teams to foster growth among all students using formative data.	Common Formative and Summative Assessments District Assessments FCAT results
2	Lack of Parent Involvement	Curriculum Focus Parent NightCurriculum Focus Nights need to be explored and continued as needed. Exploration in the possibility of extablishing a PTO/PTA	Administrative Staff Academic Coaches Faculty	Ongoing monitoring of formative and summative assessment data. Track student trends using Pinnacle gradebook. To meet regularly as grade level PLC teams to foster growth among all students using formative data.	Developmental Reading Assessment FAIR Data Common Formative and Summative Assessments District Assessments FCAT resultsParent Participation Survey
3	Lack of student motivation	Kagan Structures	Administrative Staff Academic Coaches Faculty	Professional Learning Communities Best Practice Team Kagan Coaches	Developmental Reading Assessment FAIR Data Common Formative and Summative Assessments District Assessments FCAT results Parent Participation Survey

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	K-5 Classroom Teachers	Curriculum Leadership Team	K-5 Classroom Teachers	First Semester 2012-2013	Professional Learning Teams	Administrative Team Curriculum Leadership Team Faculty

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coach/Academic Intervention Coach	Taylor, Maureen McCarthy-Ward, Tara	Title 1	$58,400.37
Substitutes as Tutors	Substitutes work with small groups on designated areas for remediation or enrichment	Title 1	$10,000.00
			Subtotal: $68,400.37

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Software to support enrichment or remediation	Software students can access at school and home	Title 1	$4,140.00
			Subtotal: $4,140.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	Substitutes cover teacher's class while they meet with Curriculum Leadership Team	Title 1	$6,890.00
			Subtotal: $6,890.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $79,430.37

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening and Speaking on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in listening/speaking:
In 2012 48% of Sunrise ELL students scored proficent in listening and speaking on the CELLA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction Use of Kagan Structures. Use of ESOL strategies	Administrative Staff Academic Coaches ESOL Teacher Classroom Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The percentage of students scoring proficient in Reading on CELLA will increase by 1%.			
2012 Current Percent of Students Proficient in reading:					
38% of the ELL students at Sunrise Elementary performed at the proficient level in Reading on the CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction Kagan Structures ESOL Strategies	Administrative Staff Academic Coaches ESOL teacher Classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal.	CELLA IPT FCAT District Assessments

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		The percentage of students scoring proficient in Writing on CELLA will increase by 1%.			
2012 Current Percent of Students Proficient in writing:					
55% of the ELL students at Sunrise Elementary performed at the proficient level in Writing on the CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to ELL	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction Use of Kagan Structures. Use of ESOL strategies	Administrative Staff Academic Coaches ESOL Teacher Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation by principal.	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency in math will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(94)of Sunrise students scored a level 3 on FCAT math.	42% of Sunrise students will score a level 3 on FCAT math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to acquire new knowledge to support Volusia County Initiative	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations. Teacher records of reflection on implementation of strategies use	FAIR data Common Formative and Summative Assessments District Assessments FCAT results
2	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in math	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessments District Assesements FCAT Results
3	Challenges of working with students with disabilities	Ensure that ESE teachers and GenEd teachers collaborate on learning goals to insure that all students are held to high expectation	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
4	Time for all students to receive differentiated instruction daily	One hour block set aside for math daily instruction. Students are grouped in flexible small homogenous groups based on formative assessment. Math centers used for both extension and remediation.	Adminstrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessments District Assesements FCAT Results
5	Poor Attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Faculty Administration Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Common Formative Assessments District Assesements FCAT Results
6	Lack of Parent Involment	Curriculum Focus Parent Night need to be explored and continue as needed.	Faculty Administration	Professional Learning Communities Best Practice Team	Common Formative Assessments District Assessments

				FCAT ResultsParent Participation Survey
7	Lack of Student Motivation	Kagan Structures	Faculty Administration Academic Coaches	Professional Learning Communities Best Practice Team Academic Coaches	Common Formative Assessments District Assessments FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Sunrise students achieving above proficiency (FCAT Level 4 and 5) in math will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (60) of Sunrise students scored above proficiency (FCAT Level 4 and 5) in math.	30% of Sunrise students will score above proficiency (FCAT Level 4 and 5) in math.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for all students to receive differentiated instruction daily	One hour block set aside for math daily instruction. Students are grouped in flexible small homogenous groups based on formative assessment for enrichment.	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assements District Assessements FCAT Results
	Time for student enrichment	Identify high achieving math students.	Administrative Staff	Ongoing monitoring of formative assessment	Common Formative Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2		Ensure students are receiving enrichment activities during small group time in the math block.	Faculty	and teacher observation by principal	District Assessments FCAT Results
3	Lack of Student Motivation	Kagan Structures	Faculty Administration Academic Coaches	Professional Learning Communities Best Practice Academic Coaches	Developmental Reading Assessment FAIR Data Common Formative Assessments Parent Participation
4	Poor Attendance	Target identified student who repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently. Attempt to make a PTO/PTA	Faculty Administration Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Common Formative Assessment District Assesements FCAT Results
5	2.4 Lack of Parent Involvement	2.4 Curriculum Focus Parent Night	2.4 Faculty Administration	2.4 Professional Learning Communities	2.4 Common Formative Assesments District Assesements FCAT Results Parent Participation Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | 62% (119)of students made learning gains in mathematics. | 67% of students will make learning gains in mathematics |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student of Motavation	Kagan Structures Study Island	Faculty Administration Kagan Coaches	Professional Learning Communities Best Practice Team Kagan Coaches	Developmental Reading Assessment FAIR Data Common Formative Assessments Parent Participation
2	Challenges of working with students who are economically disadvantaged	Ensure that all teachers receive professional development related to effective instructional strategies in math.	Administrative Staff Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessment District Assessments FCAT Results
3	Challenges of working with students with disabilities	Ensure that ESE teachers and GenEd teachers collaborate on learning goals to insure that all students are held to high expectation	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessments District Assesements FCAT Results
4	Time for all students to receive differentiated instruction daily	One hour block set aside for math daily instruction. Students are grouped in flexible small homogenous groups based on formative assessment for remediation and enrichment	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessment District Assesements FCAT Results
5	Poor Attendance	Target identifies students who repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Faculty Administrative Staff Attendance Clerk Social Worker PST Chairman	3.4 Professional Learning Communities PST Process	Common Formative Assessment Parent Participation Survey District Assesements FCAT Results
6	Lack of Parent Participation	Curriculum Focus Parent Night need to be explored and continued as needed. Attempt to make a PTO/PTA	Faculty Administrative Staff	Professional Learning Communities	Common Formative Assessments District Assesements FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains in math will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(30) of struggling learners made learning gains in 2012	73% of struggling learners will make learning gains in 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our number of economically disadvantage students is growing and a large percentage of these students are not performing on grade level	Ensure that all teachers identify the lowest 30% in their class and receive staff development in strategies that scaffold struggling learners to reach proficiency. Instructional support ie. teachers as tutors, in school tutoring	Administrative Staff Faculty	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Common Formative Assessment District Assesements FCAT Results
2	Teachers are facing challenges of working with students who come from low economical backgrounds	Ensure that all teachers receive professional development related to economically disadvantaged students and are supported through implementation.	Curriculum Resource Administrative Staff	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessment District Assesements FCAT Results
3					
4	Lack of Parent Involvement	Parent Curriculum Focus need to be explored and continued as needed. Attempt to make a PTO/PTA again.	Faculty Administrative Staff	Professional Learning Communities	Common Formative Assessment Parent Participation Surveys District Assesements FCAT Results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : 2011 62% of Sunrise students scored at a level 3 or higher in reading. Target increase level 3 or 4 higher by 2016-2017 will be 81%

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Student subgroup by ethnicity (Black, Hispanic, White) meeting proficency will increase 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 55%, Hispanic 68%, White 64%	Black 59%, Hispanic 71%, White 68%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Kagan Structures Study Island	Administrative Staff Faculty Kagan Coaches	Professional Learning Communities Kagan Coaches	Developmental Reading Assessment FAIR Data Common Formative Assessments Parent Participation
2	Poor Attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently.	Administrative Staff Faculty Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Common Formative Assements District Assesements FCAT Results
3	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored as needed Attempt to make a PTO/PTA	Administrative Staff Faculty	Professional Learning Communities	Common Formative Assements District Assesements FCAT Results
4	Lack of time to acquire new knowledge to support Volusia County Initiative	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations. Teacher records of reflection on implementation of strategies use	Common Formative Assements District Assesements FCAT Results
5	Time for all students to receive differentiated instruction daily	One hour block set aside for math daily instruction. Students are grouped in flexible small homogenous groups based on formative assessment. Math centers used for both extension and remediation.	Adminstrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assessments District Assesements FCAT Results
6	Challenges of working with students who come from low SES	Ensure that all teachers receive professional development related to	Administrative Staff	Ongoing monitoring of formative assessment and teacher observation	Common Formative Assessments District

| | | | backgrounds. | effective instructional strategies in math | Faculty | by principal | Assesements FCAT Results |

backgrounds.	effective instructional strategies in math	Faculty	by principal	Assesements FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	2011 54% of Sunrise students scored at a level 3 or higher in math. Target increase level 3 or 4 higher by 2016-2017 will be 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of Sunrise ELL population scored a level 3 or higher in math.	Sunrise ELL population will increase math scores by 3% to 62%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities meeting proficency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students meeting proficency 40%.	Increase students meeting proficency to 45%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student Motivation	Kagan Structures Study Island	Administrative Staff Faculty Kagan Coaches	Professional Learning Communities Kagan Coaches	Developmental Reading Assessment FAIR Data Common Formative Assessments Parent Participation
2	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in math for SWD's.	Administrative Staff Faculty	Ongoing monitoring of formative assessments and teacher observation by Principal	Common Formative Assements District Assesements FCAT Results
3	Poor Attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive interaction with these students and parents frequently.	Administrative Staff Faculty Attendance Clerk Social Worker	Professional Learning Communities PST Process	Common Formative Assements District Assesements FCAT Results

					PST Chairman	
4	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored as needed. Attempt a PTO/PTA	Administrative Staff Faculty	Professional Learning Communities	Common Formative Assements District Assesements FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of students in the Economically Disadvatage meeting proficiency will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of our ED students making proficency.	ED students will increase proficency to 67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in Math and support through implementation of these strategies.	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assements District Assesements FCAT Results
2	Teachers are facing challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to economically disadvantaged students	Administrative Staff Faculty	Ongoing monitoring of formative assessment and teacher observation by principal	Common Formative Assements District Assesements FCAT Results
3	Poor Attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive interaction with those students daily.	Administrative Staff Faculty Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Common Formative Assements District Assesements FCAT Results
4	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored as needed. Attempt PTO/PTA	Administrative Staff Faculty	Professional Learning Communities	Common Formative Assements District Assesements FCAT Results
5	Lack of Student Motivation	Kagan Structures Study Island	Administrative Staff Faculty Kagan Coaches	Professional Learning Community Kagan Coaches	Developmental Reading Assessment FAIR Data Common Formative Assessments Parent Participation

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	K-5 Grade level teachers	Curriculum Leadership Team	K-5 Grade level teachers	First Semester 2012-2013	Professional Leadership Team	Adminstrative Staff Curriculum Leadership Team Faculty

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coaches/Academic Intervention Coaches	Taylor, Maureen McCarthy-Ward, Tara	Title 1	$58,400.00
Substitutes as Teachers	Substitutes meet with small groups to provide enrichment or intervention.	Title 1	$10,000.00
			Subtotal: $68,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Software to support academics	Software to be used by students at school or at home	Title 1	$4,140.00
			Subtotal: $4,140.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	Substitutes cover classrooms while teachers meet with Curriculum Leadership Team	Title 1	$6,890.00
			Subtotal: $6,890.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $79,430.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency in science will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | 46% (44) of students scored proficiency in science in 2012. | 56% of students will score proficiency in science in 2013. |

	46% (44) of students scored proficiency in science in 2012.	56% of students will score proficiency in science in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to acquire new knowledge to support Volusia County Initiative	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations. Teacher records of reflection on implementation of strategies use	FAIR data Common Formative and Summative Assessments District Assessments FCAT results
2	Lack of articulation between grades K-5	K-4 Teachers look at an example of FCAT Science for 5th Grade Analyze type of questions and content Look at K-5 Science standards to see when the content is taught Align vertically	Administrative Staff 5th Grade Teachers Academic Coaches	Ongoing monitoring of formative assessments Teacher observation	Common Formative Assements District Assesements FCAT Results
3	Lack of strategies to determine meaning of science terms.	Marzano's vocabulary clusters	5th Grade Teachers	Ongoing monitoring through Interactive notebooks. Teacher reflection on implementation of strategy.	Common Formative Assements District Assesements FCAT Results
4	Poor attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive interaction with these students and parents frequently.	Administrative Staff Faculty Attendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	Common Formative Assements District Assesements FCAT Results
5	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored and continued as needed. Attempt to make a PTO/PTA again.	Administrative Staff Faculty	Professional Learning Communities Curriculum Leadership Team	Common Formative Assements District Assesements FCAT Results
6	Lack of Student Motivation	Kagan Structures Think Central Website Utilize AIMS Science activities to enhance the science curriculum. Explore student/buddy (science lab) concept to utilize older students as resident experts.	Administrative Staff Faculty	Professional Learning Communities Curriculum Leadership Team Kagan Coaches	Common Formative Assessments District Assessments FCAT Results

7	Lack of Science Materials	FOSS kit expansion should be explored for implementation of core science concepts.	Administrative Staff Curriculum Leadership Team Faculty	Professional Learning Communities Curriculum Leadership Team	Common Formative Assessments District Assessments FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving 4 or 5 in science will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (16) of students scored a 4 or 5 in science in 2012.	27% of students will score a 4 or 5 in science in 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of articulation between grades K-5	K-4 Teachers look at an example of FCAT Science for 5th Grade Analyze type of questions and content Look at K-5 Science standards to see when the content is taught Align vertically	Administrative Staff 5th Grade Teachers Academic Coaches	Ongoing monitoring of formative assessments Teacher observation	Common Formative Assessments District Assessments FCAT Results
	Insufficient time to enrich students in	Pretest students at the begining of each	5th grade teachers	Ongoing monitoring of formative assessments	Common Formative

2	science	unit of study to identify students who already have mastery of the topic Challenge these students with higher level activities that move them to a deeper level of understanding		Teacher observation	Assessments District Assessments FCAT Results
3	Poor Attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive with these students and parents frequently.	Administrative Staff Faculty Attendance Clerk Social Worker PST Chairman	Professional Learning Community Curriculum Leadership Team PST Process	Common Formative Assessments District Assessments FCAT Results
4	Lack of Parent Involvement	Curriculum Focus Parent Night need to be explored and continued as needed. Attempt to make a PTO/PTA again	Administrative Staff Faculty	Professional Learning Communities Curriculum Leadership Team	Common Formative Assessments District Assessments FCAT Results
5	Lack of time to aquire new knowledge to support Volusia County Initiatives.	Teacher release time for Standard Grade Workshops and training to help teachers implement Common Core Standards.	Administrative Staff Curriculum Leadership Team Faculty	Ongoing monitoring through VSET observations. Teacher records of reflection on implementation of strategies use.	Common Formative/ Summative Assessments District Assessments FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring 1 or higher on FCAT writing will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% of students scored a 3 or higher on FCAT writing in 2012.	82% or students will score a 3 or higher on FCAT writing in 2013.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of articulation between grades K and 3 and grade 4 for understanding the target the fourth grade students need to hit when writing for the FCAT writing test.	Staff development on how students are scored and samples of 4, 5, and 6 scored writing supporting grade levels in implementing instruction at each grade level.	Administrative Staff Faculty	Professional Learning Communities	District Writing Prompts FCAT Writes
2	Not enough time dedicated to writing instruction	Literacy Block of time was extended from 90 minutes to 120 minutes to include the intergration of writing.	Administrative Staff Curriculum Coaches Faculty	Ongoing monitoring of formative assessments Teacher Observation	District Writing Prompts FCAT Writes
3	Lack of training in instructional practice to implement the Writer's Workshop to increase writing scores.	School wide consistent instructional practice to implement the writing process. i.e. Writer's Workshop, conventions.	Administrative Staff Curriculum Coaches Faculty	Professional Learning Communities Ongoing monitoring of formative assesments Teacher Observation	District Writing Prompts FCAT Writes
4	Poor attendance	Target identified students who repeated tardies and absences. Each grade level will insure positive interaction with those students and parents frequently	Administrative Staff Faculty Addendance Clerk Social Worker PST Chairman	Professional Learning Communities PST Process	District Writing Prompts FCAT Writes
5	Lack of Parent Involvement	Curriculum Focus Parent Nights need to be explored and continued as needed. Attempt to start a PTO/PTA	Administrative Staff Faculty	Professional Learning Community	District Writing Prompts FCAT Writes Parent Participation Survey
6	Students have difficulty with planning a piece of writing	Implement the use of Thinking Maps.	Administrative Staff Faculty	Professional Learning Communities	District Writing Prompts FCAT Writes
7	Lack of student motivation	Implementation of Kagan Structures	Administrative Staff Faculty Kagan Coaches	Professional Learning Communities Kagan Coaches	Developmental Reading Assessment FAIR Data Common Formative Assessments Parent Participation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Study Group/ Professional Learning Community	Grade 3-5	PLC Data Team Leaders	Grade Level Teachers in Grades 3-5	Ongoing 2012-2013	PLC	PLC Data Team Leaders Administrative Team Faculty

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	

Attendance Goal #1:	Decrease Excessive Absence and Tardies by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.2%	Maintain 95% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
176 students	168 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
130 students	124 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent understanding the importance of regular attendance on school success.	Notification to parents when students are in violation of Policy 206	Administrative Staff PST Chairman Faculty Social Worker	Professional Learning Communities PST Process	Daily Attendance Count
2	Student not understanding the importance of regular attendance for school success.	Target identified students who have repeated tardies and absences. Each grade level will insure positive interaction with these students and parents frequently.	Administrative Staff Faculty	Professional Learning Communities	Daily Attendance Count
3	Lack of student motivation	Implementing Kagan Structures.	Administrative Staff Faculty Academic Coaches	Professional Learning Communities Academic Coaches	Daily Attendance Count

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Study Group for The Write Genre	The Write Genre: Classroom Activities and Mini-Lesson	Title 1	$312.00
			Subtotal: $312.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $312.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of out of school suspensions by 2%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
12	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8 students	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10	8
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	4

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent involvement	Curriculum Focus Parent Night need to be explored and continued as needed. Attempt to make a PTO/PTA	Administrative Staff Faculty Guidance Counselor	Professional Learning Communities	Number of referrals, in school suspensions, and out of school suspensions per week
2	Lack of faculty training in Lifelong Guidelines and Life Skills already existing at Sunrise.	Professional development in strategies based on the "Tribes" book.	Administrative Staff Faculty	Professional Learning Communities	Number of referrals, in school suspensions, and out of school suspensions per week.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Sunrise Elementary will raise the parent participation by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1,033 total attendance in 2011-2012 activities for parent involvement.	1,137 attendance at Sunrise Parent Involvement events.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parent Involvement	Personal invitation to our lower quartile parents for parent activities.	Administrative Staff Faculty	Attendance at parent activities of lower quartile parents.	Parent Sign-In sheet
2	Parent unable to help with homework	Parent to Kids	Faculty Administration	Attendance of parents at Parent to Kids night.	Parent Participation Survey
3	Lack of Community Involvement	Grandparent's Day	Administrative Staff Faculty	Attendance of Grandparents/others on Grandparent's Day	Grandparent survey
4	Parents having difficulty supporting their students with homework and projects.	Curriculum Focus Parent Nights need to be explored and continued as needed.	Administrative Staff Faculty	Refer to Parent Involvement Plan under Building Capacity	Parent attendance and parent participation survey at the end of each meeting
5	Lack of parents connecting with the school family.	Parents encouraging other parent to make a connection with the school family. Attempt to make a PTO/PTA again.	Administrative Staff Faculty Parents	Ongoing monitoring of school activities.	Parent attendance and participation in school activities.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Academic Coach/Academic Intervention Coach	Taylor, Maureen McCarthy-Ward, Tara	Title 1	$58,400.37
Reading	Substitutes as Tutors	Substitutes work with small groups on designated areas for remediation or enrichment	Title 1	$10,000.00
Mathematics	Academic Coaches/Academic Intervention Coaches	Taylor, Maureen McCarthy-Ward, Tara	Title 1	$58,400.00
Mathematics	Substitutes as Teachers	Substitutes meet with small groups to provide enrichment or intervention.	Title 1	$10,000.00
				Subtotal: $136,800.37

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Software to support enrichment or remediation	Software students can access at school and home	Title 1	$4,140.00
Mathematics	Software to support academics	Software to be used by students at school or at home	Title 1	$4,140.00
				Subtotal: $8,280.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	Substitutes cover teacher's class while they meet with Curriculum Leadership Team	Title 1	$6,890.00
Mathematics	Teacher release time for Standard Grade Workshop and training to help teachers implement Common Core Instruction.	Substitutes cover classrooms while teachers meet with Curriculum Leadership Team	Title 1	$6,890.00
Attendance	Study Group for The Write Genre	The Write Genre: Classroom Activities and Mini-Lesson	Title 1	$312.00
				Subtotal: $14,092.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $159,172.37

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Supplemental materials to support enrichment or intervention	$6,809.72
	$6,809.72

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will meet monthly for colaborative decision making to support the success of Sunrise Elementary students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District SUNRISE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	80%	74%	54%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	74%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	71% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					577	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District SUNRISE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	78%	77%	59%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	71%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	67% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested