Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

South Area

Sunrise Elementary School

Principal: **Area Superintendent:**

Dr. Mark Mullins

Mr. Barry K. Pichard

SAC Chairperson:

Gail Nelson

Superintendent: Dr. Brian Binggeli

Mission Statement:

The Sunrise family of students, parents, teachers and

staff will strive for a new beginning of excellence for

each child every day.

(Revised with teacher, parent and student input.

Revision approved by SAC 5/2012.)

Vision Statement:

To enable ALL students to "shine" through their responsible choices and academic potential.

(Revised with teacher, parent and student input. Revision approved by SAC 5/2012.)

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RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

A historical review of FCAT performance data, District Required Assessment Data, FAIR data, and RtI data assisted in the identification of specific subgroups that had consistently failed to or had difficulty attaining AYP targets and/or learning gain goals. An analysis of three years of performance showed continued overall growth and improvement. However, in 2011-2012, the FLDOE made changes to the cut scores for FCAT 2.0 which would significantly affect the student outcome on that exam. In preparation for those new cuts scores, we took a closer look at student performance across all subgroups and made adjustments as necessary in goals, predictions of student outcomes and instructional practices, as necessary.

In 2010 and 2011, 86% of students met high standards in reading. This percentage dropped to 72% (14 points) in 2012 due to the implementation of the new cut scores. However, the percentage of students making learning gains in reading (79%) stayed the same in 2011 and 2012, as did the % of the lowest 25% making learning gains in reading (79%) even with the implementation of the new cut scores.

From 2010 to 2011, we saw an increase in student performance in math. Student performance in math increased from 82% to 84%. As in reading, student performance in math saw a decrease in 2012 to 64% (-20pts) due to the change in cut scores. However, as with reading, we saw the percentage of students who made learning gains in math remain the same (71%) and we saw an increase of 1 percentage point in our lowest 25% in math (66%).

A review of writing performance showed an increase in 2011 from 78% meeting high standards in writing in 2010 to 83% in 2011. In 2012, performance dropped to 78% due to the changes in scoring instituted by the state.

Science performance has remained consistent over the past 3 years with the percentage of students meeting high standards staying consistent at 65%-66%. With the change in scoring that percentage dropped by 2% in 2012 with 64% of our students meeting high standards in science.

Despite the decreases we have observed in our scores, we feel that we are making growth and improvement, especially when comparing our data to other Title I schools in our vicinity. The adjustments to curriculum, Title I support and teacher training continue to have a positive impact on student achievement at Sunrise.

Analysis of Current Practice: *(How do we currently conduct business?)*

In an effort to increase student achievement and meet our goals and targets for student performance, we have implemented programs and strategies to address specific needs. Student progress was monitored weekly and adjustments in instruction were made in order to facilitate maximum student achievement. In addition, Title I funding was used to hire additional instructional personnel to address the area of math. Students were provided additional math support through the Title I math lab as a part of the activity rotation. Students were also provided support in a small group setting with a Title I Math Teacher or instructional assistant.

To address the area of reading, students in all grade levels receive support through the RtI process. Instructional interventions are provided by the classroom teacher as well as other members of the grade level RtI Team. A Title I instructional assistant is also a part of the RtI team for multiple grade levels in reading. The instructional assistant provides intensive support using the Voyager Program for the lowest 25% of students in reading. We also have a Literacy Coach who works with our staff and students to provide support in the area of reading. She is involved in student assessment in reading, diagnosis and remediation of students when necessary and provides classroom support in best practices in reading instruction for teachers.

Title I funding was also used to support instruction in the area of science. Students in grades 1-6 receive additional instruction in science, beyond the classroom instruction, during a 40 minute session in the Title I Science Inquiry Room as a part of the activity wheel. Our Title I science teacher uses this time to provide enrichment and hands-on activities to support the classroom teacher and provide greater insight into science topics that are taught in the classroom.

Through the implementation of the district B.E.S.T. program and the Differentiated Instruction model, we are continuing to improve and sharpen the vision and goal of ensuring that no matter what classroom a child is in, the curriculum will address essential content and teachers will have the tools to effectively meet the needs of our diverse learning population. Teachers will have the tools to engage students, teach with creativity and innovation, and ultimately give our students the knowledge and tools they will need to compete in the 21st century.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Research tells us that there are five school-based factors that have the most impact on student achievement. They are in order of impact:: a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism. (Marzano 2003) We have been looking at our historical data and developing our school improvement plan using these factors to guide us on our path to increased student achievement.

The core curriculum in our school is the district adopted curriculum materials. Teachers use these materials to implement the Sunshine State Next Generation Standards as well as the Common Core State Standards in the classroom. Classroom instruction and assignments are rigorous and challenging. Differentiation in instruction, assignments and assessment is key to making sure the academic needs of each child are being met. Additionally, materials used to support the curriculum and/or provide remediation are research-based.

Beginning in the third grade, teachers have begun using data notebooks with their students to help the students set challenging goals for themselves. Teachers also use these notebooks and student data meetings to provide feedback to the students on their goals and progress. Assignments and tests are geared to provide maximum academic impact for each student as well as effective feedback for the teacher on student progress and mastery of the curriculum. Teachers in grades K-2 are also beginning to find ways to adapt the data notebook concept for their students this year. This year we have had teachers across all grades take advantage of professional development opportunities in the use of data notebooks to positively impact student achievement in their classrooms.

Parent and community involvement continue to be a challenge to our school. Financial hardships have made it necessary for most of our families to have two working parents while some students have been displaced and live with grandparents or other relatives. Our parent involvement coordinator is working closely with administration to develop parent involvement activities at our school and opportunities for parents who are unable to come to school to participate, to help them to experience a sense of involvement and belonging to the school community. Newsletters are sent home at least monthly, we have a school website with information for parents, we have a school marquee outside of the school that is updated several times a week for events and important information. Additionally, we use a SYNERVOICE system to alert parents to important school events or information over the telephone. Teachers also use student planners as a form of written communication to parents. These planners are checked daily by parents and teachers for information and/or communication. Sunrise offers evening events throughout the year to encourage families to participate in their child's school such as: Back To School Night and FCAT Celebration, Open House, Book Fairs, Harvest Night, Multi-Cultural Night, Musical Concerts and performances, Spring Fling, and Movie night to mention a few. Parents are also invited to help out with classroom projects, chaperone field trips, or have lunch with their child.

To provide a safe and orderly environment for all students at Sunrise, we have each teacher work with their individual class on classroom and school policies and procedures. Students have expectations for behavior in all areas of the school. Teachers across the grade levels and departments work together to provide consistent expectations for students wherever they may be in the building. Sunrise is also a bully-free zone. Incidents of suspected bullying are taken seriously and investigated by the guidance department and administration.

Finally, teacher leaders and the administration have attended professional development in the area of school culture. The faculty and staff recently revisited and revised our school mission and vision statements. Teachers and staff participated in several days of team building activities and exercises during pre-planning. These activities will continue throughout the year as we work on improving our school culture and promoting collegiality and professionalism among our teachers and staff, across grade levels, teams and departments. All teachers participate in collaborative teams as a part of the evaluative process. Participation is assessed by each member of the collaborative team based on the team norms decided upon by each team.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

The implementation of the Common Core State Standards (CCSS) will be the main focus of our school improvement process this year. To maximize student achievement, the administration, CCSS Summer Institute Team and the CCSS Launch Team will work together to provide professional development and support for teachers about the new student expectations based on the Next Generation Sunshine State Standards and the Common Cores State Standards. Classroom instruction and incorporation of the CCSS will be observed and monitored during classroom walkthroughs and during formal observations. Evidence such as lesson plans will be reviewed to monitor fidelity. In addition, on-site professional development in the area of differentiated instruction will take place this year. Two groups of 20 teachers will receive training with Rick Dillon. The first training will take place during the first semester of school and the second team will be trained during the second semester. Teachers will use this training to differentiate instruction and administer on-going formative assessment to guide instruction and monitor student progress on an ongoing basis. Evidence of teacher implementation of these instructional strategies will be collected during observations, at data team meetings and will be evident in teacher lesson plans. Communication and collaboration among all stakeholders will continue formally in grade level meetings, data team meetings and collaborative teams. Student achievement data and goals will be closely monitored and adjusted as needed.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Training	1. Provide training during pre-planning and throughout the year on the NGSSS and CCSS.	Administration, CCSS Launch Team and CCSS Summer Institute Team	Pre-planning, Professional Development Days, monthly early-release Wednesdays	District	Training schedules, notes, exit surveys, agendas
2. Time	2. Provide training during pre-planning and during early-release Wednesdays	Administration	Pre-planning, Professional Development Days, monthly early-release Wednesdays	District	Attendance data from trainings,

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

The implementation of the Common Cores State Standards requires teachers to adopt instruction that promotes increased student achievement across the curriculum, but at the same time, heavily focused in the area of reading. These strategies need to increase student development in reading comprehension, vocabulary, content-area knowledge and critical thinking about complex texts. In order to facilitate this process, our teachers in grades 4-6 will be attending professional development trainings on the Comprehension Instructional Sequence (CIS). This training will help them develop instructional strategies to apply in the classroom that address the area of text complexity required under the new standards. Classroom observations, lesson plans and student achievement data on district and state assessments will be monitored for effectiveness.

Teachers in grades 2-3 will also be attending professional development in the area of reading comprehension. Workshops provided by Dr. Danny Brassell will provide our teachers with strategies for building strategic readers and critical thinkers. Classroom observations, lesson plans and student achievement data will also be monitored in grades 2-3 to assess effectiveness of these strategies. Throughout the year, administration will look for evidence that teachers are implementing these strategies in their daily reading lessons. Such evidentiary support may include lesson plans, assessments and student assignments. The expectation is for at least 80% of teachers who have received this training will be implementing strategies in their classroom.

As teachers identify student needs in the area of reading, those students performing in the lowest quartile will be receiving support through the RtI process in Voyager for students in Tier II and Tier III students will receive support using materials from the 95% Group. Student achievement will be monitored during teacher data team meetings. Attendance records and student data from RtI groups will be monitored and shared at data team meetings as well.

In addition, during the first semester of school, 20 of our teachers will be participating in a semester long, in-depth training on Differentiated Instruction with Rick Dillon. Teachers will be given materials to support implementation in the classroom and gain knowledge necessary to implement this instructional strategy in their classroom. Another 20 teachers will be offered this professional development opportunity in the second semester.

During classroom walkthroughs and formal observations the administration will be looking for evidence of differentiation in lesson plans, whole group instruction, small group instruction, classroom assessments and student product choices. The expectation is that 80% or more of the teachers who attended the Differentiated Instruction professional development opportunities will be implementing these strategies in their classroom. Evidence of implementation will be documented and included in comments on the teachers' annual evaluation.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

For the previous two years, the focus of our school improvement plan has been the implementation of differentiated instructional strategies in the classroom to improve student achievement. Our data indicates that these strategies have facilitated an increase in student achievement. In 2009, 84% of students met high standards in reading. From 2009 to 2011 we saw that percentage increase to 86%. During the 2012 school year we expected to see a slight decrease due to the new cut scores for FCAT and while our scores did drop to 72% for last year, we managed to fair much better than other schools in our area. We plan to continue the implementation this year along with increased monitoring of student achievement and are hoping to see an increase this year of at least 2% in the percentage of students achieving high standards in reading.

Also, based on AMO data, specific subgroups will be closely monitored throughout the year to make sure that students are making adequate progress. Instructional strategies will be reviewed and adjustments made as necessary based on student achievement data.

Administration will be meeting with the Literacy Coach, the Title I Math teacher, and , classroom teachers to review/ discuss student performance data from FAIR, District Assessments, DIBELS, SRI and Kids College. Strategies and plans of action will be developed for students who are not making adequate progress. During monthly data team meetings, student progress will be monitored and strategies will be adjusted as necessary. The MTSS (RtI) process will be in effect as well, and Tier II and Tier III interventions will be in place for targeted students. Necessary data will be collected and analyzed and if necessary, students who still do not make adequate progress may be referred to the Individual Problem Solving Team for further review and/or testing for possible qualification for ESE placement.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. **To increase student achievement in reading as measured by FCAT 2.0 through the implementation of differentiated instruction.**	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): **1. Teacher Training Needs**		

Strategy(s): **1. Provide teacher training opportunities in Differentiated Instruction and The Comprehensive Instructional Sequence (CIS)**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s): Student readiness for increased rigor of FCAT 2.0** **Strategy(s):** **1. Provide early, intensive intervention in oral language, vocabulary, phonemic awareness and knowledge of print through the use of systematic, explicit instruction, student discussion time and responding to text both written and oral to be modeled by the teacher.**	72%(299)	74%(289)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s): Time and/or resources to provide support for students in reading** **Strategy(s):** **1. Provide support for reading through an additional instructional assistant**	40% (2)	75%(3)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s): Varied levels of student ability within the classroom.** **Strategy(s):** **1. Teachers will use differentiation strategies in instruction, formative assessments and student product**	**3rd Grade** Level 4: 30.4%(35) Level 5: 12.1%(14) **4th Grade** Level 4: 32.9% (30) Level 5: 5% (5) **5th Grade** Level 4: 30.3% (31) Level 5: 11.7% (12) **6th Grade** Level 4: 18.69% (20) Level 5: 19.62% (21)	**3rd Grade** Level 4: 33% (35) Level 5: 15% (15) **4th Grade** Level 4: 36% (42) Level 5: 8%(9) **5th Grade** Level 4: 33% (30) Level 5: 15% (14) **6th Grade** Level 4: 22%(20) Level 5: 23% (21)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s): Time to provide intensive individual support in reading** **Strategy(s):** 1. **Add a second instructional assistant to provide additional instructional support for small group instruction.**	40% (2)	50% (2)

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s): Time/Resources to provide intensive support in reading** **Strategy(s):** 1. **Add a second instructional assistant to provide support in reading**	20%(1)	60%(3)
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s): Students in this group often belong to other subgroups such as Students With Disabilities.** **Strategy(s):** 1. **Identify, monitor and make changes to instruction as necessary in the classroom through differentiation, in small groups such as RtI, and other resource or support programs.**	79%(81)	82%(80)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):Time/Resources to provide intensive support in reading** **Strategy(s):** 1. **Add a second instructional assistant to provide support in reading for students who qualify to take the FAA.**	0%(0)	50%(2)
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Hispanic: Asian: American Indian:	Enter numerical data for current level of performance 57%	Enter numerical data for expected level of performance 64%
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.		

Students with Disabilities (SWD) not making satisfactory progress in Reading
Barrier(s): Time during the school day to provide intensive, targeted , individual instruction in reading
 	
Strategy(s):
  1. **Use instructional assistants as necessary to facilitate intensive small group instruction in reading**
  2. **Small group instruction during MTSS (RtI) in Voyager for targeted students**
  3. **Targeted reading support in the computer lab using the Kids College program**
	48%	56%

Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Strategy(s): 1.		

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Comprehension Instructional Sequence (CIS)	September 10, 2012 Professional Development Day	Teachers will develop lessons using this strategy. Administration and Literacy Coach will use classroom observation, lesson plans and student achievement data to monitor the implementation of the CIS.
Differentiated Instructional Model	Group 1:September 2012-December 2012 Group 2:January 2013-April 2013	Administration will look for evidence of differentiated instructional strategies in PGP development and implementation, classroom observation and lesson plans. Student achievement data will be monitored during data team meetings.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring

2012 Current Percent of Students Proficient in **Listening/ Speaking:**

54% (13) | Lack of support in English at home | Provide students with needed support at school with ESOL Instructional Assistant. | Administration |
| 2012 Current Percent of Students Proficient in **Reading:**

29% (7) | Lack of support in English at home | Provide students with needed support at school with ESOL Instructional Assistant. | Administration |
| 2012 Current Percent of Students Proficient in **Writing**:

25% (6) | Lack of support in English at home | Provide students with needed support at school with ESOL Instructional Assistant. | Administration |

Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
1. **To improve student achievement in mathematics as measured by FCAT 2.0 through the implementation of differentiated instruction.**		
Anticipated Barrier(s):
1. Teacher support for implementation of the Common Core State Standards in mathematics.		

Strategy(s): 1. **Provide teachers with professional development and district support materials in the Common Core State Standards for mathematics.**		

FCAT 2.0
Students scoring at Achievement Level 3
Barrier(s): meeting the individual needs of students in mathematics
 	
Strategy(s):
   1. **Provide teachers with professional development opportunities in differentiated instruction strategies**
   2. **Provide students with extended learning opportunities in and out of school with the Kids College program.**
	58.7%(245 students)	**61% (237 students)**

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s): Resources to provide individual support in math** **Strategy(s):** 1. **Provide an additional instructional assistant to provide support in math instruction.**	**Level 4: 0%(0)** **Level 5: 4%(2)** **Level 6: 2%(1)** **Total Students 100% (5)**	**Total Students 100% (4)**

FCAT 2.0
Students scoring at or above Achievement Levels 4 and 5 in Mathematics
Barrier(s): Time during the instructional day to provide support for students in math
 	
Strategy(s):
   1. **Provide math support for all students on the activity wheel in the Title I Math lab**
   2. **Provide math support through the Academic Support Program (ASP) for Level 1 and 2 students**
   3. **Provide small group math support through Title I Math for identified students.**
	3rd Grade
	Level 4: 18.2%(21)
	Level 5: 8.6%(10)
	4th Grade
	Level 4: 11.9%(11)
	Level 5: 3.6% (3)
	5th Grade
	Level 4: 19.6%(20)
	Level 5: 9.8%(10)
	6th Grade
	Level 4: 19.6%(21)
	Level 5: 17.75(19)
		3rd Grade
		Level 4: 21% (22)
		Level 5: 12% (13)
		4th Grade
		Level 4: 15% (17)
		Level 5: 7% (8)
		5th Grade
		Level 4: 23%(21)
		Level 5: 13% (11)
		6th Grade
		Level 4: 23% (21)
		Level 5: 21% (19)

Florida Alternate Assessment:
Students scoring at or above Level 7 in Mathematics
Barrier(s): Resources/time to provide individual support for students in math
 	
Strategy(s):
   1. **Provide math support for all students on the activity wheel in the Title I Math Lab.**
   2. **Provide small group math support through Title I Math for identified students.**
	40%(2)	**50%(2)**

Florida Alternate Assessment:
Percentage of students making learning Gains in Mathematics
Barrier(s): Resources to provide small group or individual instruction in math
 	
Strategy(s):
    1. **Provide math support for students on the activity wheel in the Title I Math Lab**
    2. **Provide small group and/or individual math support with an instructional assistant in the classroom.**
	20%(2)	**75%(3)**

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s): Insufficient time in the classroom instructional day to provide necessary small group instruction.** **Strategy(s):** **1. Provide additional math support for students on the activity wheel in the Title I math lab, in small groups during RtI and during the Academic Support Program (ASP)**	**66% (68)**	**69% (68)**
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s): Insufficient time in the classroom instructional day to provide necessary small group instruction.** **Strategy(s):** 1. **Provide an additional instructional assistant to provide small group instruction for those students who qualify to take the FAA.**	20%(1)	60%(3)
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		

Student subgroups by ethnicity :
 	
    White:
 	
    Black:
 	
    Hispanic:
 	
    Asian:
 	
    American Indian:
	68%	78%

English Language Learners (ELL) not making satisfactory progress in Mathematics		
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	43%	56%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	57%	68%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Differentiated Instruction	Session 1: September 2012-December 2012 Session 2: January 2013-April 2013	Administration will look for evidence of differentiated instructional strategies in PGP development and implementation, classroom observation and lesson plans. Student achievement data will be monitored during data team meetings.

Writing 1. To improve student achievement in writing as measured by the FCAT Writing Assessment by utilizing the Write Score program.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s): Implementation of new writing standards/cut scores **Strategy(s):** **1. Utilize the Write Score Progress Monitoring Assessment for writing to score and analyze student essays and hold writing conference days for teachers to provide individualized feedback to students on their writing.**		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	24.7% (25)	30% (34)
Florida Alternate Assessment: Students scoring at 4 or higher in writing	33%(1)	N/A no 4th grade FAA students

Science Goal(s) (Elementary and Middle) 1. **To improve student mastery of science standards at each grade level**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): Time in the instructional day to fully explore science curriculum **Strategy(s):** 1. **Provide time/access for students on the activity wheel in the Title I Science Inquiry Room**		
FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	59.41% (60)	62%(63)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	0%(0)	100%(2)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	Level 4: 18.8%(19) Level 5: 9%(7)	Level 4: 22%(22) Level 5: 12% (21)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	100%(1)	50%(1)

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1: To increase the number of listed volunteers for each classroom** **Goal 2: To increase the number of parent conference nights to accommodate parent schedules as suggested in our parent survey.** **Goal 3: To improve customer service in the front office during peak hours as suggested in our parent survey.** **Goal 4: To improve classroom cleanliness and sanitation especially during the cold and flu season.**	1. Parent time due to work restraints and/or transportation issues. 2. Teacher buy-in 3. Staffing 4. Staffing	1. Parent involvement coordinator will publish monthly articles in the newsletter about the importance of parent involvement. 2. Offer comp time to teachers who schedule additional parent conference times 3. Utilize support personnel in the front office to answer phones, assist parents in the morning and at dismissal when needed. 4. Hire 2 four hour custodians instead of 1 eight hour custodian so as to cover more classrooms each evening.	Administration

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.Promote collegial supportive atmosphere for all staff through staff development activities based on training on High Performing Learning Cultures.	Administration, School-based leadership team	Initial training at pre-planning and then on-going team building activities throughout the year. Collegiality and professional support is an on-going commitment fostered and exemplified by the administrative team.
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals 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

3% (2) *ESOL certification	Through in-house staff development activities, continue to address teacher professional development needs in the areas of curriculum and instruction, including but not limited to the Common Core State Standards, Differentiated Instruction, and the Comprehension Instructional Sequence. Provide teachers who are out-of-field with information regarding professional development opportunities in their field of need.

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

The MTSS Leadership Team consists of the Principal, Assistant Principal, Guidance Team, Literacy Coach, Title I contact, Classroom Teachers, ESE Resource Teachers, Title I Teachers, school psychologist and South Area Staffing Specialist. All members of the school-based leadership team meet as a PLT(Professional Learning Team) to develop the school improvement plan. This plan along with our progress results from our MTSS/RtI process is continuously monitored and reviewed to insure that the plan and goals are being implemented throughout the year. Sunrise Elementary uses the A3 Data System to summarize data that will be used to target students for MTSS/RtI groupings.

The Sunrise Elementary School MTSS/RtI team keeps updated with the state, federal and district guidelines for MTSS/RtI implementation by attending district trainings. Training for school based teachers and staff is ongoing throughout the year and occurs during faculty meetings, professional learning teams and during district workshops on MTSS/RtI Implementation.

PARENT INVOLVEMENT:

Although Sunrise received the Golden School Award for volunteer hours, parent engagement and involvement remains a top priority. We use multiple forms of communication with parents including a school newsletter, SYNER-VOICE, a school website and teacher websites to communicate information and school events to parents. We do have high participation rates in evening activities such as open house, musical performance evenings, etc. We are working on increasing involvement by parents in PTO and SAC. We are attempting personal contact with parents who may be interested in participating. Administration makes contact with parents whenever possible to encourage participation. Last year we implemented a Parent Leadership Team training and will continue in year two, with those parents/staff who were trained moving into the roll of facilitator.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

The overall attendance rate for Sunrise for last year was 94.10%. We did not reach our goal of 95%, but that was due to an outbreak in the district of the Shigella Virus. Sunrise got hit particularly hard with both teachers and students being infected. Due to the highly contagious nature of this virus, families were encouraged to stay home if they suspected their child was sick, and to stay home until they were well enough or released by their doctor to return to school. We had 15.7% of our students (122) who had excessive absences last year. Again, most of these absences were attributed to sickness during the viral outbreak. We have instituted strict hand-washing policies. All staff and students are educated on correct hand-washing techniques each morning on the announcements. Our tardy statistics are pretty low with only .09% (7) of students having excessive tardies. We see a trend in families with tardies. This year we will be monitoring tardies from the beginning of the year and the administration will make parent contact to alert the parents of the excessive tardies and their impact on their student's education.

SUSPENSION:

In 2011-12, a total of 17 students were suspended from school on an out of school suspension. Nine students received in school suspensions. In 2012-2013, our goal is to reduce that number by half. Through staff development on classroom management, and continued training for our teachers in Crisis Prevention and Intervention (CPI) our goal is to provide intervention at an early stage and support for classroom teachers so as to avoid suspensions.

DROP-OUT (High Schools only): N/A

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.) N/A