

Volusia County Schools

SUNRISE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Volusia County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Sunrise Elementary School, learning is a lifelong journey. Dream it, Believe it, and Achieve it.

Provide the school's vision statement

Sunrise Elementary is working together to build 21st century learners.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melissa Fratus

Position Title

Principal

Job Duties and Responsibilities

Facilitator, Monitoring of school plans.

Work with district leadership to access and collect data for stakeholders including SLT.

Collaborate with administrative team (AP and Dean) for Summer SLT School Improvement Plan (SIP) Planning Meeting. Assign roles and responsibilities for SIP action steps.

Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional support, professional development, and intervention, remediation, and acceleration.

Collaborate with SLT to determine actions steps to support the SIP goals.

Facilitate meetings with stakeholders to share the SIP.

Collaborate with district leadership, admin team, and instructional coaches to conduct walkthroughs

monitoring progress towards SIP goals and providing feedback to teachers.

Leadership Team Member #2

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Adrienne Palmer

Position Title

Assistant Principal

Job Duties and Responsibilities

Facilitator, Monitoring of school plans

Collaborate with administrative team (Principal and Dean) for Summer SLT School Improvement Plan (SIP) Planning Meeting. Assign roles and responsibilities for SIP action steps.

Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional support, professional development, and intervention, remediation, and acceleration. Collaborate with SLT to determine actions steps to support the SIP goals.

Collaborate with district leadership, admin team, and instructional coaches to conduct walkthroughs monitoring progress towards SIP goals and providing feedback to teachers.

Leadership Team Member #4

Employee's Name

Jackie Bynum

Position Title

Dean

Job Duties and Responsibilities

Collaborate with administrative team (Principal and AP) for Summer SLT School Improvement Plan (SIP) Planning Meeting.

Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional support, professional development, and intervention, remediation, and acceleration. Collaborate with SLT to determine actions steps to support the SIP goals.

Collaborate with district leadership, admin team, and instructional coaches to conduct walkthroughs monitoring progress towards SIP goals and providing feedback to teachers.

Monitor progress of ESSA subgroups.

Leadership Team Member #5

Employee's Name

Maureen Taylor

Position Title

Teacher

Job Duties and Responsibilities

Providing input, collaborating, meeting monthly to review data

Leadership Team Member #6

Employee's Name

Judy Picone

Position Title

Teacher

Job Duties and Responsibilities

Providing input, collaborating, meeting monthly to review data

Leadership Team Member #7

Employee's Name

Andrea Ward

Position Title

Teacher

Job Duties and Responsibilities

Providing input, collaborating, meeting monthly to review data

Leadership Team Member #8

Employee's Name

Cindy Verdi

Position Title

Teacher

Job Duties and Responsibilities

Providing input, collaborating, meeting monthly to review data

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

SAC Chair- Meaghan Flynn

Administrator- Melissa Fratus- Principal, Adrienne Palmer-Assistant Principal

Business Partner-Brenda Berry

Teachers- Meaghan Flynn and Iliana Torres

Families-Andrea Adkins, Kaisha Barrett, Kasandra Bonilla, Samantha Walker, Tia Underwood, Alicia Brown Kaddoura

SIP Monitoring

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

Monthly SLT meetings

Reviewed at SAC meetings Monthly

District and Administration Walk-through Data based on Look-Fors

Administration, Teacher Leaders, and active SAC members will review plan Monthly, based on stakeholders feedback, as necessary, Administration will update plan to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	56.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: D 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	11	27	19	25	9	21				112
One or more suspensions	0	10	3	4	6	7				30
Course failure in English Language Arts (ELA)	0	0	0	2	0	3				5
Course failure in Math	0	0	0	0	3	4				7
Level 1 on statewide ELA assessment	0	0	0	6	12	31				49
Level 1 on statewide Math assessment	0	0	0	5	17	34				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				16						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	10	6	9	3					28

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	36	55	57	36	52	53	35	53	56
ELA Grade 3 Achievement **	46	56	58	42	55	53			
ELA Learning Gains	43	57	60				45		
ELA Learning Gains Lowest 25%	66	50	57				38		
Math Achievement *	33	57	62	36	55	59	28	42	50
Math Learning Gains	42	59	62				44		
Math Learning Gains Lowest 25%	44	46	52				41		
Science Achievement *	27	60	57	48	62	54	44	55	59
Social Studies Achievement *								59	64
Graduation Rate								58	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	74	60	61	45	60	59	76		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	411
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	48%	44%	42%		49%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	5	5
English Language Learners	39%	Yes	1	
Black/African American Students	34%	Yes	3	
Hispanic Students	44%	No		
Multiracial Students	46%	No		
White Students	39%	Yes	1	
Economically Disadvantaged Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	16%	Yes	4	4
English Language Learners	45%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	51%	No		
Multiracial Students	34%	Yes	3	
White Students	44%	No		
Economically Disadvantaged Students	45%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	3	3

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	40%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	28%	Yes	1	1
Hispanic Students	51%	No		
Multiracial Students	39%	Yes	2	
Pacific Islander Students				
White Students	37%	Yes	1	
Economically Disadvantaged Students	42%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	36%	46%	43%	66%	33%	42%	44%	27%					74%
Students With Disabilities	13%	17%	45%	65%	13%	38%	45%	10%					
English Language Learners	19%		17%		43%	44%							74%
Black/African American Students	32%	38%	52%		24%	38%		21%					
Hispanic Students	34%	46%	33%	45%	37%	47%	45%	31%					74%
Multiracial Students	55%				36%								
White Students	36%	44%	46%	69%	33%	36%	25%	20%					
Economically Disadvantaged Students	33%	38%	42%	73%	32%	42%	44%	26%					74%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	36%	42%			36%			48%					45%
Students With Disabilities	14%	31%			9%			8%					
English Language Learners	37%	42%			33%			33%					80%
Black/African American Students	33%	42%			22%			31%					
Hispanic Students	41%	52%			38%			46%					77%
Multiracial Students	27%				40%								
White Students	36%	36%			41%			61%					
Economically Disadvantaged Students	32%	41%			31%			40%					83%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	35%		45%	38%	28%	44%	41%	44%					76%
Students With Disabilities	8%		30%	29%	6%	28%	33%	13%					
English Language Learners	24%		48%		19%	46%		27%					76%
Native American Students													
Asian Students													
Black/African American Students	16%		38%		18%	41%							
Hispanic Students	38%		55%	58%	33%	48%	55%	43%					74%
Multiracial Students	44%				33%								
Pacific Islander Students													
White Students	41%		38%	25%	28%	46%	33%	50%					
Economically Disadvantaged Students	31%		44%	39%	22%	43%	45%	37%					73%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	46%	54%	-8%	55%	-9%
Ela	4	37%	54%	-17%	53%	-16%
Ela	5	25%	52%	-27%	55%	-30%
Math	3	38%	56%	-18%	60%	-22%
Math	4	29%	57%	-28%	58%	-29%
Math	5	29%	53%	-24%	56%	-27%
Science	5	26%	58%	-32%	53%	-27%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

PM Data, Classroom walkthrough data, Intervention Data, EWS data

According to FAST data ELA lowest quartile increased from 38 percent 2021-2022 school year to 66% in 2023-2024 school year.

Discipline referrals decreased by 221 referrals over all in the 2023-2024 school year.

New actions: small group instruction/intervention teachers, walkthrough tools with immediate feedback, teachers used restorative practices within the classroom for discipline.

Lowest Performance

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

According to FAST data 5th grade Science has decreased from 40% to 27% in 2023-2024 school year.

Math over all has declined over multiple school years, it went from 36% to 33% in 2023-2024 school year.

Contributing factors: Science was at the beginning of the day (tardies, absences, breakfast, and announcements).

Math coach was in a classroom covering a vacancy for at least 50% of the school year. As well as an inconsistent use of support teachers and staff.

Greatest Decline

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

According to FAST data 5th grade Science has decreased from 40% to 27% in 2023-2024 school year.

Contributing factors: Science was at the beginning of the day (tardies, absences, breakfast, and announcements).

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

Science 5th grade was 27% proficient compared to the state at 53% proficient. Contributing factors: loss of instructional time due to scheduling, as well tardies, absences, breakfast, and announcements.

EWS Areas of Concern

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

Student attendance, 109 students out of 369 students had attendance below 90%.

28 students having substantial reading deficiency 3rd-5th grade

Highest Priorities

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

Attendance-MTSS

5th grade Science

Math 3rd-5th Grade

Discipline

Culture-PBIS

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on classroom walkthrough data along with district provided data, it is evident that there is a need for more explicit and intentional instruction to focus on collaborative structures and benchmark aligned instruction and questioning. 3rd grade ELA state average was 55% compared to our 46%. 4th grade ELA state average was 53% compared to our 37%. 5th grade ELA state average was 55% compared to our 25%. 3rd grade Math 60% state average compared to our 38%. 4th grade Math state average 58% compared to our 29%. 5th grade Math state average was 56% compared to our 29%. Science 5th grade state average 53% compared to our 26%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Sunrise Elementary school is dedicated to enhancing student proficiency levels in Mathematics, English Language Arts, and Science across all grade levels. Presently, proficiency rates are; 3rd grade ELA proficiency was 46%, 4th grade ELA was 37%, 5th grade ELA was 25%. 3rd grade Math was 38%, 4th grade Math was 29%, 5th grade Math was 29% and Science 5th grade was 26%. Sunrise Elementary overall goal is to increase each subject area by 4% in the 24-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Setting Clear Benchmarks and Goals

- Definition and Communication: Clearly define the instructional benchmarks and desired outcomes, ensuring all educators understand these targets.
- Alignment with Curriculum Standards: Ensure that these benchmarks align with district, state, or national standards and the curriculum being taught.

2. Data Collection and Analysis

- Formative Assessments: Implement regular formative assessments (quizzes, observations,

student work samples) to gather data on student learning progress.

- **Summative Assessments:** Use summative assessments (tests, projects, standardized exams) to measure students' mastery of content and skills at specific points in time.
- **Classroom Observations:** Conduct classroom observations to see how instructional practices are being implemented. Use standardized observation tools to ensure consistency.

3. Professional Development and Support

- **Feedback Mechanisms:** Provide teachers with feedback based on assessment data and observations, highlighting strengths and areas for improvement.
- **Training and Resources:** Offer professional development opportunities that focus on best practices in aligned instruction, differentiated instruction, and data-driven decision-making.

4. Continuous Monitoring and Adjustment

- **Data-Driven Instruction:** Use assessment data to inform instructional adjustments. For example, if students are not meeting benchmarks, consider reteaching content or employing different instructional strategies.
- **Collaboration and Planning:** Encourage teachers to collaborate, sharing successful strategies and discussing challenges in alignment.

5. Engagement and Communication

- **Student and Parent Involvement:** Involve students in understanding their learning goals and progress. Communicate with parents about how aligned instruction is being implemented and how they can support their child's learning.

Impact on Student Achievement Outcomes

Ongoing monitoring of aligned instruction can significantly impact student achievement in several ways:

1. **Targeted Support:** By identifying specific areas where students struggle, educators can provide targeted interventions, ensuring that all students have the support they need to succeed.
2. **Informed Instruction:** Teachers can refine their instructional practices based on data, making informed decisions about what teaching methods are most effective for their students.
3. **Increased Engagement:** When instruction is aligned with students' needs and interests, it can increase student engagement and motivation, leading to better learning outcomes.
4. **Improved Academic Performance:** Consistent monitoring and adjustment of instructional practices can lead to more consistent and improved academic performance across the student population.
5. **Equity in Education:** By ensuring that all students receive instruction aligned with their needs, schools can work towards reducing achievement gaps and promoting equity in education.

Overall, the continuous monitoring of aligned instruction is crucial for achieving desired educational outcomes. It allows educators to make data-driven decisions, provides timely support to students, and fosters an environment of continuous improvement.

Person responsible for monitoring outcome

Melissa Fratus, Adrienne Palmer, Jackie Bynum, Sheree Purser, Meshia Redding

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data Informed Instruction Utilizing Frequent Formative Assessments: Teachers use regular, short assessments (quizzes, exit tickets, observations) to gauge students' understanding of the benchmarks. Frequent formative assessments provide immediate feedback to teachers and students, allowing for timely adjustments in instruction. They help identify students' strengths and areas for improvement, facilitating differentiated instruction. PLC's and Collaborative Planning: Teachers, coaches, and admin will regularly meet to review student data, identify trends, and develop targeted interventions. Collaborative analysis of data ensures a comprehensive understanding of student needs and promotes consistency in instructional approaches. It also fosters a collaborative professional environment.

Rationale:

Frequent formative assessments are integral to data-informed instruction as they provide continuous, real-time insights into students' understanding and progress. The rationale for using these assessments includes: Immediate Feedback: Formative assessments offer instant feedback to both students and teachers. This allows students to understand their current level of understanding and identify areas where they may need additional support. For teachers, it provides timely information on student performance, enabling them to adjust their instructional strategies to meet students' needs more effectively. Differentiated Instruction: By regularly assessing student performance, teachers can identify the diverse learning needs within a classroom. This data helps in tailoring instruction to different groups or individuals, ensuring that each student receives the appropriate level of challenge and support. Differentiation can include varying content, processes, or products to better align with students' unique learning styles and abilities. Engagement and Motivation: Frequent assessments can help maintain student engagement and motivation by providing regular checkpoints for progress. Students can see their improvement over time, which can be encouraging and foster a growth mindset. Additionally, knowing that they will be regularly assessed can encourage students to stay focused and put forth consistent effort. Prevention of Learning Gaps: By identifying and addressing misconceptions or gaps in knowledge early on, formative assessments help prevent small issues from becoming significant problems. This proactive approach supports a more continuous and cohesive learning experience, minimizing the need for intensive remediation later. Informed Instructional Decisions: Teachers can use data from formative assessments to make informed decisions about pacing, content emphasis, and instructional methods. This ensures that teaching is responsive to student needs and aligned with learning objectives. Data meetings and collaborative planning involve teachers and school staff working together to analyze student data and develop instructional strategies. The rationale for this approach includes: Collective Expertise: Bringing together teachers and staff allows for the sharing of diverse perspectives and expertise. Different educators may notice different trends or have unique insights into student needs, leading to more comprehensive data interpretation and decision-making. Consistency Across Classrooms:

Collaborative planning helps ensure consistency in instructional strategies and interventions across different classrooms and grade levels. This alignment is particularly important in elementary schools, where foundational skills need to be uniformly established. Consistent strategies help ensure that all students, regardless of classroom, receive a cohesive educational experience. **Shared Accountability and Support:** When teachers collaborate on data analysis and planning, they share responsibility for student outcomes. This shared accountability can foster a supportive professional community, where teachers work together to solve problems and celebrate successes. It also helps reduce the isolation that teachers might feel, as they have a team to rely on for ideas and support. **Professional Development:** Data meetings provide an opportunity for ongoing professional development. Teachers can learn from each other's experiences, share successful strategies, and explore new instructional techniques. This professional growth is essential for adapting to new educational challenges and continuously improving teaching practices. **Targeted Interventions:** By reviewing data collaboratively, educators can identify specific student groups that may need additional support or intervention. This targeted approach ensures that resources and efforts are focused where they are most needed, whether for students who are struggling or those who need more advanced challenges. **Data-Driven Culture:** Regular data meetings and collaborative planning foster a school-wide culture of data-driven decision-making. This culture encourages continuous reflection on teaching practices and student outcomes, promoting a mindset of continuous improvement and evidence-based practice.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Create a collaborative planning/professional learning schedule that allows grade level content planning focused on benchmark-aligned instruction to occur with support by administration and coaches twice a week.

Person Monitoring:

Sheree Purser, Meshia Redding (Math and Academic Coaches)

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Sunrise Elementary will implement collaborative planning sessions among teachers to enhance instructional coherence and alignment across grade levels. These collaborative planning session will allow teachers to come together to plan benchmark-aligned instruction, discuss student progress, analyze data, and align instructional strategies. By monitoring the impact of collaborative planning through data analysis, observations, feedback and professional development.

Action Step #2

Walkthrough Tool with Feedback and Support

Person Monitoring:

Melissa Fratus, Adrienne Palmer, Jackie Bynum, Sheree Purser, Meshia Redding

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and coaches will provide support/feedback based on walkthrough data using look-fors through tiered coaching support plans developed based on trends in evidence collected using the walkthrough tool.

Action Step #3

Small Group Instruction

Person Monitoring:

Melissa Fratus, Adrienne Palmer, Jackie Bynum, Sheree Purser, Meshia Redding

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Structure of small group and Intervention: Establishing consistency in the use of intervention blocks ensures that all students receive equitable access to additional support and enrichment opportunities. This involves developing clear schedules, protocols, and monitoring systems to maximize the effectiveness of intervention time. Lessons used in small group instruction will be benchmark-aligned based on specific student needs determined in data analysis.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), White Students (WHT)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increased Collaboration for Teachers of Exceptional Student will have enhanced opportunities to participate in grade-level planning alongside general education teachers and contribute to data analysis for their respective grade levels. This collaborative approach ensures the instructional strategies are tailored to meet the diverse learning needs of all students, including those with disabilities. Administration meeting with our Support Facilitators bi-weekly to discuss student progress, data anyalasis, hurdles, and next steps will foster accountability and encourage collaboration amongst all parties.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our lowest performance this year was noted in two crucial areas: Students With Disabilities and Black/African American Students, both under the threshold of 41%. Students With Disabilities at 31% this past year making this the 5th year falling under 41%. For the past 3 years Black/African American Students have been under 41%, this year at 34%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Enhancing ESE teacher collaboration provides students with disabilities equitable access to high-quality education. By analyzing data trends, educators can track progress towards proficiency goals, identify students in need of additional support, and modify instructional practices as necessary. The collaborative approach ensures that adjustments are made promptly to maximize student learning styles. It also gives ESE teachers the ability to educate general education teachers on Individual Education plans, the difference in accommodations/interventions by ensuring students are receiving the proper supports to be successful. Bi-Weekly meetings with Administration, ESE teachers along with Intervention Teachers supporting students not meeting proficiency will provide data-informed insights into the progress and challenges faced by students with disabilities, identifying instructional interventions that are effective and the additional supports needed for student achievement.

Person responsible for monitoring outcome

Melissa Fratus, Adrienne Palmer, Jackie Bynum, Sheree Purser, Meshia Redding

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Decision Making: Analyzing data trends allows educators to monitor student progress toward proficiency goals. This data helps identify which students need additional support and guides adjustments in instructional practices. **Collaboration Between Educators:** By fostering collaboration between ESE (Exceptional Student Education) teachers and general education teachers, the educational team can better understand and implement Individual Education Plans (IEPs). This collaboration ensures that students receive appropriate accommodations and interventions. **Regular Meetings and Communication:** Bi-weekly meetings involving administration, ESE teachers, and intervention teachers provide a platform to discuss student progress and challenges. These meetings facilitate data-informed decisions, helping to identify effective instructional interventions and additional supports required for student success. **Educating General Education Teachers:** ESE teachers play a

crucial role in educating general education teachers about the specific needs of students with disabilities. This includes understanding the differences in accommodations and interventions, ensuring that students receive the support they need.

Rationale:

This collaborative and evidence-based approach aims to create an inclusive educational environment where students with disabilities can thrive. By continually assessing and adjusting strategies, educators can provide the necessary supports to help these students achieve their full potential.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis and Goal Setting

Person Monitoring:

Melissa Fratus, Adrienne Palmer, Jackie Bynum, Sheree Purser, Meshia Redding

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and Analyze Data: Gather data on student performance, including academic, behavioral, and social-emotional metrics. Use district and state assessments, classroom assessments, and observation data. Identify Trends and Needs: Analyze the data to identify trends, strengths, and areas needing improvement. Determine which students require additional support. Set Proficiency Goals: Establish clear, measurable goals for student proficiency in various areas, tailored to the needs of students with disabilities.

Action Step #2

Collaborative Planning and Communication

Person Monitoring:

Melissa Fratus, Adrienne Palmer, Jackie Bynum

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regular Meetings: Schedule bi-weekly meetings involving ESE teachers, general education teachers, intervention specialists, and administrators to determine benchmark-aligned instruction needed in small groups for students in ESSA subgroups along with discussing student progress, challenges, and strategies. Develop Individual Education Plans (IEPs): ESE teachers should lead the development and review of IEPs, ensuring they are up-to-date and reflect each student's current needs. Train and Educate Staff: Provide training for general education teachers on understanding and implementing IEPs, as well as the differences between accommodations and interventions.

Action Step #3

Implementation of Interventions

Person Monitoring:

By When/Frequency:

Sheree Purser, Meshia Redding

Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Tailored Instructional Strategies: Use data to tailor instructional strategies and interventions to meet the diverse learning needs of SWD, ELL, white, and Black/African American students.

Accommodations and Modifications: Ensure students receive the appropriate accommodations and modifications as specified in their IEPs. Monitor and Adjust: Continuously monitor the effectiveness of interventions and make necessary adjustments. This can involve modifying instructional practices, adjusting goals, or implementing new strategies.

Action Step #4

Progress Monitoring and Reporting

Person Monitoring:

School Based

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Track Student Progress: Use formative assessments and progress monitoring tools to regularly track student progress towards proficiency goals. Data-Informed Decision Making: Use the data collected to make informed decisions about instructional practices, resource allocation, and additional supports needed. Reporting: Provide regular updates to all stakeholders, including students, parents, teachers, and administrators, on student progress and any changes in intervention plans.

Action Step #5

Professional Development and Support

Person Monitoring:

Sheree Purser, Meshia Redding

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ongoing Professional Development: Offer ongoing professional development opportunities focused on evidence-based instructional strategies, data analysis, and inclusive practices. Peer Collaboration: Encourage peer observation and feedback among teachers to share best practices and support each other's professional growth.

Action Step #6

Family and Community Engagement

Person Monitoring:

Melissa Fratus, Lisa Jones

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Communicate with Families: Regularly communicate with families about their child's progress, the interventions being implemented, and how they can support learning at home. Engage Community Resources: Collaborate with community resources and organizations that can provide additional support for students with disabilities.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Positive Behavior Intervention and Support: improve and integrate data, systems, and practices to positively affect student outcomes.

Although the discipline data trended downward, discipline was a concern among staff and faculty and felt it negatively impacted the learning environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Discipline referrals decreased by 221 referrals over all in the 2023-2024 school year.

The specific measurable outcome the school plans to achieve is a reduction in discipline referrals by 10% for each relevant grade level by the end of the academic year. This will be measured by comparing the number of discipline referrals recorded in the school's student information system at the end of every month along with the current year to the number of referrals recorded at the end of the previous academic year. Students will be celebrated for following our PBIS expectations along with the code of conduct.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly PBIS meetings will be held to review data from all teachers, based off of the data reviews.

Teachers, administration, and district support will actively engage in positive assemblies and activities on campus, as well as intervention providing additional support to those students needing it.

Person responsible for monitoring outcome

Jackie Bynum, PBIS Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Implement consistent PBIS strategies school-wide that includes frequent reference to our school's three principles and utilizing Dolphin Dollars and individualized rewards to recognize appropriate

behavior across campus.

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework used to promote and maximize academic achievement and behavioral competence.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Communicate School-wide Expectations: Be Safe, Be Respectful, Be Responsible

Person Monitoring:

Jackie Bynum and PBIS Team

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1) Assemblies given by administration 2nd week of school (this needs to come from Principal, AP, and Dean) going over PBIS and school expectations 2) Once a quarter: Schedule a guest speaker from the community to deliver a presentation based on one of our 3 principles -At these assemblies recognize a “Dynamic Dolphin” from each class 3) Make sure PBIS posters are in every room and are referenced by teachers

Action Step #2

Implement PBIS Reward System

Person Monitoring:

Jackie Bynum

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Streamline the process- no longer using the ticket system in addition to the dolphin dollars. • Each teacher will receive a class pocket chart (Maureen Taylor’s husband to design) and attached with be 3 small clear pouches- safe, respectful, responsible. Students will be able to see where they are excelling as a class and which principle they need to focus on more. • Requiring a PBIS wall space in each classroom that will have the PBIS Expectation poster and the dolphin dollar collection station * Dolphin dollars are to be given by staff outside of the classroom teachers -Individual rewards will be teacher choice using their own reward system

Action Step #3

Increasing Community and Parent Involvement

Person Monitoring:

PBIS Team

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Organize the following (each event to be organized by separate committees- teachers to sign up for desired committee). The following events will be scheduled: 1) Recognition Ceremonies 2). Family BBQ 3) Family Science Night/ planetarium 4) Donuts with Dads/Muffins with moms (need to rename) 5) Grandparent’s Day Possible fundraiser ideas to include families: Skate nights, Spirit Nights, Parent Date Night

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

Website: <https://sunrise.vcsedu.org/>

Sunrise Facebook- <https://www.facebook.com/Dolphinleaders>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Website: <https://sunrise.vcsedu.org/>

Plans to Strengthen the Academic Program

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

Collaborative Planning will be the focus of professional learning and PLC's to increase benchmark aligned instruction. Increasing benchmark aligned instruction will increase achievement in all areas. PBIS will improve school systems and practices, positively impacting student outcomes with an emphasis on student attendance.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

To ensure the provision of comprehensive support services, the school implements the following strategies:

1. Counseling Services:

- **On-site School Counselors:** The school employs full-time licensed counselors who provide individual and group counseling sessions to address students' emotional, social, and academic needs.
- **Regular Check-ins:** We have both the Threat Management Model which is made up of an administrator, counselor, law enforcement and staff member that knows student. Counselors conduct regular check-ins with students identified as at-risk to monitor their progress and provide necessary interventions.

2. School-Based Mental Health Services:

- **Partnerships with Mental Health Providers:** The school partners with local mental health agencies to offer on-site therapy and psychiatric services.
- **Crisis Intervention:** A crisis intervention team is available to respond to immediate mental health concerns and provide support to students in crisis.

3. Specialized Support Services:

- **Individualized Education Programs (IEPs):** For students with disabilities, the school develops and implements IEPs tailored to their specific needs, ensuring access to appropriate accommodations and support.
- **504 Plans:** The school creates 504 plans for students requiring accommodations due to physical or mental impairments that significantly limit one or more major life activities.

4. Mentoring Services:

- **Peer Mentoring Programs:** Upper-grade students are paired with lower-grade students to provide academic and social support through structured peer mentoring programs.
- **Community Mentorship:** The school collaborates with local businesses and community organizations to provide students with mentors who offer guidance and support in various areas, including career exploration and personal development.

5. Other Strategies:

- **Social-Emotional Learning (SEL) Programs:** PBIS is used for Positive Behavior Intervention Support. The three guiding principals for this year are Be Respectful, Responsible, and Safe. The school integrates SEL programs into the curriculum to help students develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Extracurricular Activities:** A wide range of extracurricular activities, including sports, arts, and clubs, are offered to help students develop teamwork, leadership, and other important life skills.
- **Parent and Family Engagement:** Workshops and resources are provided to parents and families to support their involvement in their children's education and overall well-being.

6. **Data-Driven Decision Making:**

- **Monitoring and Assessment:** The school regularly collects and analyzes data on student behavior, mental health, and academic performance to identify needs and track the effectiveness of interventions.
- **Feedback Mechanisms:** Surveys and feedback forms are used to gather input from students, parents, and staff to continuously improve support services and strategies.

By implementing these strategies, the school aims to create a supportive environment that addresses the holistic needs of students, promoting their overall well-being and success.

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior,

and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The schoolwide tiered model for preventing and addressing problem behavior and providing early intervening services, aligned with the Multi-Tiered System of Supports (MTSS), is implemented as follows:

Tier 1: Universal Prevention and Support

1. Schoolwide Positive Behavioral Interventions and Supports (PBIS):

- **Expectations and Rules:** Clearly defined behavioral expectations and school rules are taught to all students and consistently reinforced across all settings.
- **Acknowledgment Systems:** Positive behaviors are recognized and rewarded through a structured acknowledgment system (e.g., praise, tokens, privileges).
- **Professional Development:** Staff receive ongoing training in PBIS strategies, classroom management, and proactive discipline approaches.

2. Social-Emotional Learning (SEL):

- **SEL Curriculum:** An evidence-based SEL curriculum is integrated into the general education program, teaching skills such as empathy, emotion regulation, and conflict resolution.
- **School Climate:** Efforts are made to create a positive, inclusive, and supportive school climate that promotes a sense of belonging and safety for all students.

Tier 2: Targeted Interventions

1. Small Group Interventions:

- **Behavioral Interventions:** Small group sessions are conducted for students who need additional support in meeting behavioral expectations. These groups focus on social skills training, anger management, and coping strategies.
- **Academic Support:** Supplemental academic interventions are provided to students who struggle with engagement or achievement, addressing potential sources of frustration and acting out.

2. Check-In/Check-Out (CICO):

- **Daily Monitoring:** Students identified as needing additional support participate in the CICO program, where they check in with a designated staff member at the start and end of each day to set goals and review progress.
- **Goal Setting and Feedback:** Personalized goals are established, and students receive immediate, constructive feedback on their behavior and progress towards goals.

Tier 3: Intensive, Individualized Interventions

1. Functional Behavioral Assessment (FBA):

- **Behavioral Plans:** For students with significant behavioral challenges, an FBA is conducted to identify the underlying causes of problem behaviors. Individualized Behavior Intervention Plans (BIPs) are developed based on assessment results.

- **One-on-One Support:** Intensive, individualized interventions are provided, which may include one-on-one support, therapeutic services, and collaboration with external mental health providers.

2. Coordination with Individuals with Disabilities Education Act (IDEA) Services:

- **Integrated Support:** For students with disabilities, interventions are coordinated with services provided under IDEA. This includes integrating behavioral goals and supports into IEPs and ensuring consistency across settings.
- **Collaborative Teams:** Regular meetings of multidisciplinary teams, including special education staff, general education teachers, counselors, and parents, to review progress and adjust interventions as needed.

Data-Driven Decision Making

1. Continuous Monitoring and Assessment:

- **Behavior Tracking:** Behavioral data is systematically collected and analyzed to monitor the effectiveness of interventions and identify students needing additional support.
- **Progress Monitoring:** Academic and behavioral progress is tracked using data-driven methods, allowing for timely adjustments to interventions.

2. Feedback and Collaboration:

- **Stakeholder Input:** Input from students, parents, and staff is solicited to ensure interventions are effective and meet the needs of the school community.
- **Professional Learning Communities (PLCs):** Staff participate in PLCs to share strategies, review data, and collaborate on improving intervention practices.

By implementing this tiered model, the school aims to proactively address and prevent problem behaviors, provide early intervention, and ensure that all students, including those with disabilities, receive the support they need to succeed academically and socially.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Professional Learning

Ed Modified, PLC Instructional Planning, Analyzing Student Data, Collaborative Planning will teachers will collaboratively plan benchmark-aligned lessons. Data informed instruction, small group instruction, Best Practices for Successful PLC's MTSS, Safety and Security, Positive Behavior Support, Performance Matters, and the School Improvement Plan and the importance of this document to the success of the school.

Strategies to Assist Preschool Children

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

To assist preschool children in transitioning from early childhood education programs to local elementary school programs, the school employs the following strategies:

Collaboration and Coordination

1. Joint Planning Meetings:

- **Transition Teams:** Establish transition teams that include preschool teachers, kindergarten teachers, administrators, and parents. These teams meet regularly to discuss transition plans and strategies.
- **Alignment of Curriculum:** Coordinate with local early childhood education programs to align preschool and kindergarten curricula, ensuring continuity in learning experiences and expectations.

2. Information Sharing:

- **Student Profiles:** Create detailed profiles for each preschool child, including developmental milestones, learning styles, and any special needs. These profiles are shared with kindergarten teachers to facilitate individualized planning.
- **Parent-Teacher Conferences:** Organize meetings between preschool and kindergarten teachers and parents to discuss each child's readiness and any concerns or needs for support.

Orientation and Familiarization Activities

1. School Visits:

- **Kindergarten Orientation Days:** Schedule visits for preschool children and their families to the elementary school. These visits include tours of the school, meeting kindergarten teachers, and participating in classroom activities.
- **Preschool-Kindergarten Integration Days:** Arrange days where preschool children spend time in kindergarten classrooms, engaging in typical school day activities to become familiar with the new environment.

2. Welcome Events:

- **Transition Fairs:** Host transition fairs where families can learn about kindergarten programs, meet school staff, and receive information on what to expect in the upcoming school year.
- **Meet-and-Greet Sessions:** Organize informal meet-and-greet sessions where preschool children and their families can interact with kindergarten teachers and classmates before the school year starts.

Supportive Practices and Resources

1. Transition Activities:

- **Summer Bridge Programs:** Offer summer programs that provide academic and social activities designed to ease the transition to kindergarten. These programs focus on building foundational skills and familiarizing children with the school routine.
- **Transition Books and Materials:** Provide children and families with books, videos, and other resources that explain what to expect in kindergarten, helping to reduce anxiety and build excitement.

2. Professional Development:

- **Training for Educators:** Provide professional development for preschool and kindergarten teachers on effective transition practices, including understanding developmental differences and strategies for supporting diverse learners.
- **Collaborative Workshops:** Organize workshops where preschool and kindergarten teachers can share best practices, discuss challenges, and develop cohesive transition plans.

Family Engagement and Communication

1. Parent Workshops and Resources:

- **Workshops:** Offer workshops for parents on topics such as preparing children for kindergarten, understanding developmental milestones, and strategies to support learning at home.
- **Resource Packets:** Distribute resource packets that include tips, activities, and information on what to expect in kindergarten and how to support a smooth transition.

2. Ongoing Communication:

- **Regular Updates:** Maintain regular communication with parents through newsletters, emails, and meetings to keep them informed about transition activities and what they can do at home to support their children.
- **Feedback Mechanisms:** Provide opportunities for parents to give feedback on the transition process and suggest improvements, ensuring their voices are heard and considered.

Individualized Support

1. Early Intervention Services:

- **Screening and Assessments:** Conduct screenings and assessments to identify children who may need additional support during the transition. Provide early intervention services as needed.
- **Individualized Transition Plans:** Develop individualized transition plans for children with

special needs, detailing specific supports and accommodations to ensure a successful transition.

2. Social-Emotional Support:

- **Buddy Systems:** Implement buddy systems where older students or peer mentors support preschool children during their first weeks of kindergarten.
- **Social Skills Programs:** Offer programs that focus on building social skills and emotional resilience, helping children adjust to the social environment of elementary school.

By employing these strategies, the school aims to create a smooth and supportive transition for preschool children, setting the stage for their success in elementary school and beyond.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

1. Needs Assessment

Data Collection:

- **Academic Performance:** Gather data on student performance from standardized tests, classroom assessments, and other relevant academic indicators.
- **Behavioral Data:** Collect information on student behavior, including attendance, discipline referrals, and social-emotional well-being.
- **Feedback:** Solicit input from teachers, parents, and students through surveys, focus groups, and meetings.

Analysis:

- **Identifying Gaps:** Analyze the collected data to identify areas where students are struggling academically, behaviorally, or socially.
- **Prioritizing Needs:** Prioritize the identified needs based on their impact on student outcomes and the urgency of addressing them.

2. Resource Inventory

Cataloging Resources:

- **Current Resources:** Compile a comprehensive list of existing resources, including personnel, programs, materials, and funding.
- **Resource Allocation:** Document how current resources are being utilized and assess their effectiveness in meeting student needs.

3. Planning and Alignment

Goal Setting:

- **SMART Goals:** Establish specific, measurable, achievable, relevant, and time-bound (SMART) goals based on the prioritized needs.
- **Action Plans:** Develop detailed action plans that outline the steps needed to achieve these goals, including resource requirements.

Alignment:

- **Resource Mapping:** Map existing resources to the identified needs and goals, ensuring that resources are aligned with the areas of greatest need.
- **Gap Analysis:** Identify any gaps where additional resources are needed and plan for their acquisition or reallocation.

4. Implementation

Deploying Resources:

- **Strategic Allocation:** Allocate resources according to the action plans, ensuring that they are directed towards the most critical areas.
- **Professional Development:** Provide training and support for staff to effectively utilize the resources and implement the planned strategies.

5. Monitoring and Evaluation

Progress Monitoring:

- **Ongoing Assessment:** Continuously monitor the implementation of resources and the progress towards the established goals.
- **Data Collection:** Regularly collect data on student performance, behavior, and other relevant indicators to assess the impact of the resources.

Evaluation:

- **Effectiveness Review:** Conduct periodic reviews to evaluate the effectiveness of the resources in meeting student needs. This includes analyzing data trends and gathering feedback from stakeholders.
- **Adjustments:** Make data-driven adjustments to resource allocation and strategies as needed to improve outcomes.

6. Reporting and Communication

Transparency:

- **Stakeholder Updates:** Regularly communicate progress, findings, and any changes in resource allocation to all stakeholders, including staff, parents, students, and the community.
- **Reports:** Prepare detailed reports that document the use of resources, progress towards goals, and the outcomes achieved.

7. Continuous Improvement

Feedback Loop:

- **Stakeholder Feedback:** Continuously gather feedback from stakeholders to inform ongoing improvements in resource use and strategy implementation.
- **Reflective Practices:** Encourage a culture of reflective practice among staff to identify successes and areas for improvement.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Identified Needs and Specific Resources

1. Academic Support:

Resources:

- Additional instructional materials (textbooks, digital resources, manipulatives)
- Supplemental instruction programs (after-school tutoring, summer learning programs)
- Professional development for teachers on differentiated instruction

- **Timeline:**

- **Summer 2024:** Purchase and distribute additional instructional materials.
- **Fall 2024:** Implement after-school tutoring and supplemental instruction programs.
- **Ongoing:** Provide professional development workshops for teachers throughout the academic year.

- **Milestones:**

- **October 2024:** First progress assessment using classroom tests.
- **January 2025:** Mid-year review of student performance data.
- **May 2025:** End-of-year standardized testing to measure improvement.

2. Behavioral Support:

Resources:

- School counselors and social workers
- Positive Behavioral Interventions and Supports (PBIS) program materials
- Training for staff on behavioral intervention strategies

Rationale (Data):

- An increase of 25% in discipline referrals over the past year, particularly in grades 3-5.
- Teacher reports highlight a rise in disruptive behavior affecting classroom learning environments.

Plan to Address Needs:

- **Timeline:**

- **Summer 2024:** Hire quality staff for open positions
- **Fall 2024:** Implement the PBIS program schoolwide.
- **Ongoing:** Conduct staff training sessions on behavioral interventions quarterly.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00