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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

mmfratus@volusia.k12.fl.us

##### Position Title

Principal

##### Job Duties and Responsibilities

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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

## Leadership Team Member #2

### Employee's Name

Adrienne Palmer

alpalmer@volusia.k12.fl.us

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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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 #3

### Employee's Name

Rebecca Gaebel

rjgaebel@volusia.k12.fl.us

### Position Title

Administrative 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 #4

### Employee's Name

Meshia Redding

mrreddin@volusia.k12.fl.us

### Position Title

Academic Coach

### Job Duties and Responsibilities

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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, and administration team 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

Sheree Purser

stpurser@volusia.k12.fl.us

### Position Title

Math Coach

### Job Duties and Responsibilities

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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, and administration team to conduct walkthroughs monitoring progress towards SIP goals and providing feedback to teachers.

Monitor progress of ESSA subgroups.

## Leadership Team Member #6

### Employee's Name

Dana Taylor

dltaylo1@volusia.k12.fl.us

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Providing input, collaborating, meeting monthly to review data

**Leadership Team Member #7**

**Employee's Name**

Melissa Scorpio

mdscorpi@volusia.k12.fl.us

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Providing input, collaborating, meeting monthly to review data

**Leadership Team Member #8**

**Employee's Name**

Terrance Lane

tllane@volusia.k12.fl.us

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Providing input, collaborating, meeting monthly to review data

**Leadership Team Member #9**

**Employee's Name**

Christina Stegman

cpholmes@volusia.k12.fl.us

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Providing input, collaborating, meeting monthly to review data

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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SAC Chair- Meshia Redding

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

Business Partner-Brenda Beery

Teachers- Meshia Redding and Iliana Torres

Families-Andrea Adkins, Kaisha Barett, Kasandra Bonilla, Samantha Walker, Tia Underwood, Alicia Brown Kaddoura, Andy Adkins, Aja Mangum

## 3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: C 2023-24: C 2022-23: C 2021-22: D 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	49	57	67	75	58	69				375
Absent 10% or more school days	13	21	22	16	17	14				103
One or more suspensions	6	10	8	8	5	18				55
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	0	0	1	7	13	18				39
Level 1 on statewide Math assessment	0	0	0	5	4	24				33
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	2	5	5	6	4				22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

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	2	5	8	6	6	17				44

#### Current Year 2025-26

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	0	2	7	2	0				11
Students retained two or more times										0

**Prior Year (2024-25) 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	11	27	19	25	9	21				112
One or more suspensions		10	3	4	6	7				30
Course failure in English Language Arts (ELA)				2		3				5
Course failure in Math					3	4				7
Level 1 on statewide ELA assessment				6	12	31				49
Level 1 on statewide Math assessment				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)		10	6	9	3					28

**Prior Year (2024-25) 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	0	0	0	0	0	0	0	0	0

**Prior Year (2024-25) 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	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	42	56	59	36	55	57	36	52	53
Grade 3 ELA Achievement	47	58	59	46	56	58	42	55	53
ELA Learning Gains	60	57	60	43	57	60			
ELA Lowest 25th Percentile	63	53	56	66	50	57			
Math Achievement*	40	61	64	33	57	62	36	55	59
Math Learning Gains	52	62	63	42	59	62			
Math Lowest 25th Percentile	34	50	51	44	46	52			
Science Achievement	42	63	58	27	60	57	48	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	65	63	74	60	61	45	60	59

\*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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	433
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
48%	46%	48%	44%	42%		49%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	27%	Yes	6	6
English Language Learners	54%	No		
Black/African American Students	48%	No		
Hispanic Students	52%	No		
White Students	44%	No		
Economically Disadvantaged Students	47%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	42%	47%	60%	63%	40%	52%	34%	42%					53%
Students With Disabilities	14%	16%	39%	47%	12%	32%	33%	20%					
English Language Learners	40%		77%		50%	60%		42%					53%
Black/African American Students	43%		63%		37%	47%							
Hispanic Students	43%	50%	57%	60%	46%	62%	55%	50%					46%
White Students	37%	41%	57%	67%	37%	45%	27%	44%					
Economically Disadvantaged Students	41%	56%	53%	56%	41%	51%	38%	37%					

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%

## 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	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	48%	57%	-9%	57%	-9%
ELA	4	43%	55%	-12%	56%	-13%
ELA	5	37%	56%	-19%	56%	-19%
Math	3	45%	61%	-16%	63%	-18%
Math	4	41%	62%	-21%	62%	-21%
Math	5	35%	57%	-22%	57%	-22%
Science	5	40%	62%	-22%	55%	-15%

### III. Planning for Improvement

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#### 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?

---

##### Areas of Improvement: ELA Learning Gains (4th & 5th Grade)

One of the most significant areas of growth was in ELA learning gains for 4th and 5th grade, which increased from **43** to **60** points. Several intentional actions contributed to this improvement:

- **Fidelity to the ELA instructional block**, ensuring dedicated time was protected and used effectively.
- **A strong emphasis on small group instruction**, targeting specific skill gaps.
- **Strategic use of our Intervention Teacher**, aligning support based on real-time data.
- **Ongoing data tracking and analysis**, which informed instructional decisions.
- **Student data chats prior to testing**, which helped students take ownership of their progress and set goals.

##### Lowest Performance

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

---

##### Math Lowest Quartile Gains: 34%

Several contributing factors impacted last year's performance consistency among students in the lowest quartile:

- **Significant learning gaps** carried over from the previous grade level, making it difficult for students to access grade-level content.
- **A teacher vacancy in 4th grade** created instability during a critical instructional period. This teacher provided math instruction to 2/3 of our 4th graders.
- **New teachers** on the grade level had limited experience with both the curriculum and instructional strategies needed to address learning deficits effectively.
- **Limited use of I-Ready at home**, which hindered opportunities for additional practice; stronger home incentives could help increase usage and engagement.
- **ESE support lacked consistency** in instructional focus, fluctuating between addressing foundational skills and aligning to grade-level standards, which impacted student growth.

**Greatest Decline**

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

---

Math lowest quartile **44** to **34**.

- **Significant learning gaps** carried over from the previous grade level, making it difficult for students to access grade-level content.
- **A teacher vacancy in 4th grade** created instability during a critical instructional period. This teacher provided math instruction to 2/3 of our 4th graders.
- **New teachers** on the grade level had limited experience with both the curriculum and instructional strategies needed to address learning deficits effectively.
- **Limited use of I-Ready at home**, which hindered opportunities for additional practice; stronger home incentives could help increase usage and engagement.
- **ESE support lacked consistency** in instructional focus, fluctuating between addressing foundational skills and aligning to grade-level standards, which impacted student growth.

**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.

---

Math Proficiency was 24 points below the state average 64.

- **Inexperienced teachers** who were still building familiarity with the curriculum and effective instructional strategies.
- **Support facilitators** who required additional guidance in aligning support with grade-level standards.
- **Math intervention teacher** who was inexperienced in intermediate math benchmarks and instructional strategies.

**EWS Areas of Concern**

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

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Attendance and discipline are two areas of concern.

**Highest Priorities**

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

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ESSA Subgroup ESE

Math Proficiency and Learning Gains

Instructional Support for new teachers to the profession and grade level

Attendance



## 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

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.

---

Our primary instructional focus for the 2025–2026 school year is strengthening benchmark-aligned instruction across all tested grade levels, with an emphasis on ELA, Math, and Science. With over 50% of our instructional staff assigned to new grade levels this year, there is an urgent need to ensure all teachers are deeply familiar with the specific benchmarks they are responsible for teaching and assessing.

High-quality, benchmark-aligned instruction ensures that all students are being taught the knowledge and skills they need to demonstrate growth and proficiency. When instruction is directly aligned to the benchmarks, it leads to more focused learning, stronger academic growth, and improved student outcomes. With teachers more confident and consistent in delivering benchmark-aligned lessons, students receive clearer expectations and more equitable access to grade-level content.

Based on classroom walkthrough data and FAST data from 2024-2025, 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 57% compared to our 48%. 4th grade ELA state average was 56% compared to our 43%. 5th grade ELA state average was 56% compared to our 37%. 3rd grade Math had a 63% state average compared to our 45%. 4th grade Math state average 62% compared to our 41%. 5th grade Math state average was 56% compared to our 29%. Science 5th grade state average 55% compared to our 35%.

#### Measurable Outcome

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.

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- **3rd grade ELA proficiency** will increase from **47%** to **55%**.
- **Math proficiency** will aim to increase from **40%** to **45%**.
- **Science proficiency** is targeted to increase from **42%** to **55%**.

- **ELA Learning Gains** to maintain **60%**.
- **Math Learning Gains** to increase from **52%** to **55%**.
- **ELA Lowest Quartile** to increase from **63%** to **66%**.
- **Math Lowest Quartile** to increase from **34%** to **45%**.
- **ELA proficiency** to increase from **42%** to **52%**.

These goals will guide our instructional focus, data-driven planning, and intervention strategies in the upcoming year.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- 
- **Formative Assessments:** Implement regular common formative assessments including quizzes, classroom observations, and student work samples to gather timely data on student learning and progress.
  - **Summative Assessments:** Utilize summative assessments including chapter/unit assessments and VBAs to evaluate mastery of benchmarks and skills.
  - **Classroom Observations:** Conduct regular classroom walkthroughs and formal observations using standardized tools to ensure consistent implementation of instructional practices and alignment with school goals.
  - **Data-Driven Instruction:** Use assessment data to guide instructional adjustments. When students do not master benchmarks, teachers will reteach content, apply new strategies, or adapt pacing as needed.
  - **Feedback:** Provide timely, actionable feedback to teachers based on student data and classroom observations. Feedback will emphasize both instructional strengths and areas for growth.

### Person responsible for monitoring outcome

Administration, Teachers, Sheree Purser, and Meshia Redding

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Scaffolding: Collaborative planning will include the planning of scaffolding to include breaking tasks into manageable steps with supports (models, stems, guiding questions) to build mastery. Active Monitoring: Circulate during instruction to provide immediate feedback, ensure engagement, and adjust instruction in real time. i-Ready: Adaptive lessons in reading and math that target student-specific gaps in benchmark proficiency and inform instructional planning. Magnetic Reading: Builds

comprehension, vocabulary, and background knowledge through text sets. Review/Adjustments: Use progress monitoring and program data to refine scaffolds, increase targeted small-group instruction, and adjust supports to meet learner needs.

**Rationale:**

Frequent formative assessments are essential to data-informed instruction, as they provide continuous, real-time insights into students' understanding and academic progress. These assessments, such as exit tickets, observational checklists, and quick quizzes, are low-stakes and embedded within daily instruction to guide immediate adjustments. The rationale for their use includes the following: 1. Immediate Feedback Formative assessments provide instant feedback to both students and teachers. Students gain awareness of their current performance and areas in need of improvement. Teachers receive timely data that allows them to adjust instructional strategies in real time, ensuring instruction remains aligned to student needs. 2. Differentiated Instruction By assessing students frequently, teachers are better able to recognize varied learning needs within their classrooms. This enables intentional differentiation of instruction—through varying content, processes, or outcomes—so that all students are appropriately challenged and supported. It also promotes equitable access to grade-level standards, regardless of individual learning profiles. 3. Engagement and Motivation Frequent assessment checkpoints help students remain engaged in their learning journey. Students can observe their growth over time, which builds confidence and fosters a growth mindset. Knowing they will be regularly assessed encourages consistent focus and effort. 4. Prevention of Learning Gaps Formative assessments allow educators to identify misconceptions or gaps early, before they widen. This proactive approach reduces the need for extensive remediation and supports a more cohesive and continuous learning experience. 5. Informed Instructional Decisions Data from formative assessments guide decisions about pacing, content emphasis, grouping, and instructional strategies. Teachers can ensure that their instruction is responsive and closely aligned with learning objectives and student readiness levels. Collaborative Data Meetings and Planning Data meetings and collaborative planning sessions provide structured opportunities for teachers, instructional coaches, and administrators to analyze student data and refine instructional practices. The rationale for these practices includes: 1. Collective Expertise Collaborative planning harnesses the shared knowledge and experiences of the instructional team. Different team members bring varied perspectives, which lead to more accurate data interpretation and creative, effective instructional solutions. 2. Consistency Across Classrooms Regular collaboration ensures alignment of instructional approaches across classrooms and grade levels. This promotes instructional coherence, reduces variability in instructional quality, and supports equity in student outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Creating a collaborative planning and professional development schedule focused on benchmark-aligned instruction.

**Person Monitoring:**

Sheree Purser and Meshia Redding

**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 role-alike teachers to strengthen instructional coherence and alignment across all grade levels. These sessions will provide dedicated time for teachers to: 1. Plan benchmark-aligned instruction 2. Discuss student progress and learning trends 3. Analyze formative and summative assessment data 4. Align instructional strategies to meet the needs of all learners The impact of collaborative planning will be monitored through ongoing data analysis, classroom observations, teacher feedback, and targeted professional development. This structured collaboration aims to promote consistency in instructional delivery, improve student outcomes, and foster a culture of shared responsibility for student achievement.

**Action Step #2**

Walkthrough Tool with Feedback and Support

**Person Monitoring:**

Melissa Fratus, Adrienne Palmer, Rebecca Gaebel, 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, Rebecca Gaebel, Sheree Purser, Meshia Redding, Teacher

**By When/Frequency:**

Weekly

**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. The grouping of students will be fluid throughout the year and adjustments will be made during progress monitoring PLCs.

**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)****Area of Focus Description and Rationale**

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.

Our second area of focus centers on improving academic outcomes for our Students with Disabilities (SWD) across all tested grade levels. Our SWD subgroup has not met the federal threshold of 41% for six consecutive years, identifying this as a critical and persistent area of need.

By prioritizing the needs of our SWD, we aim to close achievement gaps, ensure equitable access to high-quality instruction, and improve outcomes across all content areas. Increased support and progress monitoring will lead to more individualized instruction, higher engagement, and stronger academic confidence for these students. This focus also supports our overall school performance and compliance with ESSA accountability expectations.

This area of focus was identified based on our Federal Index performance, which showed that our SWD subgroup earned only 27% of the available points in the 2024–2025 school year, far below the target of 41%. The fact that this subgroup has fallen short of the threshold for six consecutive years underscores the urgency for systemic, school-wide interventions and support. Performance data shows that SWD underachieve across all grade levels and subject areas, and this sustained trend signals the need for comprehensive, intentional improvement efforts that are integrated into core instructional planning and delivery.

### **Measurable Outcome**

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.

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Last year we received 27% of the Federal Index points and for this school we are setting a goal of 37% of the Federal Index points for 2025-2026.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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To ensure students with disabilities receive equitable access to high-quality instruction, Sunrise Elementary will implement a structured monitoring process focused on collaboration, data analysis, and instructional responsiveness.

Weekly collaborative meetings with Support Facilitators and general education teachers will serve as a key platform for reviewing student performance data, analyzing trends, and developing targeted action steps. These meetings will allow for timely identification of students not meeting proficiency by benchmark and ensure that appropriate academic and behavioral interventions are implemented. Additionally, bi-weekly meetings with administration, ESE teachers, and Intervention Teachers will be held to:

- Review student progress toward proficiency goals
- Identify and address instructional gaps
- Evaluate the effectiveness of accommodations and interventions
- Adjust instructional plans and support strategies as needed

This ongoing cycle of review promotes proactive intervention and ensures that instructional decisions are based on real-time data. The collaborative structure also empowers ESE teachers to:

- Educate general education teachers on Individual Education Plans (IEPs)
- Clarify the differences between accommodations and interventions
- Advocate for the implementation of appropriate supports in the classroom setting

Through this system of shared accountability and intentional collaboration, we aim to close achievement gaps, respond quickly to student needs, and enhance overall student outcomes for our Exceptional Student Education population.

### **Person responsible for monitoring outcome**

Adrienne Palmer

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

K–2 Evidence-Based Interventions for ESSA Subgroups Scaffolding: Use models, sentence stems, and guided practice to support early literacy and foundational math skills, ensuring access for ESE and ELL students. Active Monitoring: Teachers circulate to provide immediate feedback and adjust instruction based on subgroup needs. i-Ready: Adaptive reading and math lessons identify early skill gaps and provide differentiated practice aligned to subgroup needs. Corrective Reading (Decoding Focus): Explicit, systematic phonics and decoding instruction for students significantly below grade level, addressing ESSA subgroup performance gaps. Review/Adjustments: Progress monitoring (e.g., i-Ready diagnostics, running records, classroom assessments) will be used to refine scaffolds, increase targeted small-group support, and ensure interventions directly address subgroup deficits. For students 3-5 Evidence-based interventions Scaffolding: Provide graphic organizers, guiding questions, and step-by-step supports to promote access to grade-level reading and math content for ESE, EL, and low-performing subgroups. Active Monitoring: Frequent checks for understanding with immediate corrective feedback to ensure subgroup students remain engaged and supported. i-Ready: Adaptive lessons target reading comprehension and math problem-solving gaps, providing subgroup-specific data to inform small-group instruction. Corrective Reading (Comprehension & Decoding Focus): Direct, explicit instruction program designed to strengthen decoding, fluency, and comprehension skills for struggling readers in at-risk subgroups. Review/Adjustments: Data from progress monitoring (i-Ready diagnostics, classroom assessments, and formative checks) will guide adjustments to scaffolding, frequency of intervention groups, and instructional focus to accelerate subgroup growth.

### **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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Goal Setting/Progress Monitoring

**Person Monitoring:**

Melissa Fratus, Adrienne Palmer, Rebecca Gaebel, 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:**

To ensure effective support for all students, especially those with disabilities, Sunrise Elementary will implement a structured approach to monitoring through the following key actions: 1. Collect and Analyze Data: Gather comprehensive data on student performance across academic, behavioral, and social-emotional domains. Data sources will include: District and state assessments (e.g., FAST, VBA) Classroom-based formative and summative assessments Observation notes and progress monitoring tools Behavior tracking systems and SEL screeners This data will be reviewed regularly by instructional teams to ensure timely interventions and instructional adjustments. 2. Identify Trends and Student Needs: Through regular data analysis, instructional teams will: Identify patterns in student performance Highlight strengths and gaps across content areas and subgroups Pinpoint individual students who are not meeting benchmarks and may require targeted intervention or additional supports 3. Set and Monitor Proficiency Goals: Establish clear, measurable proficiency goals in reading, math, science, behavior, and SEL, tailored to the unique needs of all students, including those with disabilities. Goals will align with district expectations, IEPs, and grade-level standards. 4. Review and Respond Through Collaborative Structures: Monitoring will take place during: Weekly PLCs for real-time instructional adjustments Bi-weekly data meetings with ESE teachers, interventionists, and administrators to review student progress, evaluate effectiveness of current interventions, and plan next steps 5. Adjust Instruction and Supports Based on Data: Teachers and support staff will use insights from data analysis to: Differentiate instruction Implement or modify interventions Ensure fidelity to IEP accommodations and services This continuous cycle of data collection, analysis, and responsive action ensures that all students, particularly those with disabilities—receive timely, targeted, and effective support to reach proficiency.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Melissa Fratus, Adrienne Palmer, Rebecca Gaebel, 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:**

Establish a Collaborative Planning Schedule Create and communicate a consistent schedule for weekly and bi-weekly collaborative planning sessions for all grade levels and support teams (ESE, intervention, resource). Ensure protected time within the master schedule for collaborative planning. Define Planning Expectations and Protocols Develop and implement structured agendas focused on: Standards-based lesson planning Data analysis and student grouping Progress monitoring Alignment of instructional strategies and resources Use district-aligned planning templates to promote consistency. Include All Instructional Stakeholders Ensure participation from general education teachers, ESE teachers, interventionists, instructional coaches, and administrators. Encourage support facilitators to attend planning sessions aligned to the grade levels they serve. Utilize Student

Data to Drive Planning Review recent assessment data (i-Ready, progress monitoring, classroom assessments) to identify trends and inform instruction. Group students based on needs for differentiated instruction and intervention. Focus on Alignment to Standards and Differentiation Ensure lessons are aligned to grade-level benchmarks and allow for scaffolded supports. Plan for accommodations and modifications in alignment with IEPs and ELL supports. Provide Administrative and Instructional Coach Support Assign instructional coaches and administrators to support planning sessions by: Modeling best practices Offering feedback Ensuring alignment with SIP goals Monitor Implementation and Impact Conduct classroom walkthroughs and lesson reviews to ensure alignment between planning and instruction. Adjust future planning sessions based on student outcomes and teacher feedback. Promote Reflective Practice Include time in planning sessions for teachers to reflect on what worked, what didn't, and how to improve. Share successful strategies across grade levels and content areas.

### **Area of Focus #3**

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

#### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

##### **Area of Focus Description and Rationale**

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.

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We will place a greater emphasis on addressing individual student needs through the implementation of small group instruction, designed to identify and address reading deficits more effectively. As part of this initiative, the instructional schedule will be adjusted to include **1 hour of small group instruction** and **30 minutes of whole group instruction** daily.

Additionally, targeted reading intervention sessions will be provided by reading-endorsed teachers to ensure students receive expert, focused support in their areas of need.

##### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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To address the significant percentage of students performing below proficiency in Reading/ELA, Grades k-2 teachers will implement evidence-based instructional strategies to increase proficiency in Reading by 5%.

Deliver daily, explicit, standards-aligned instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.

Implement systematic, structured literacy routines grounded in the science of reading.

Use progress monitoring data (FAST, running records, phonics screeners) to provide targeted small-group instruction and interventions.

Incorporate decodable and grade-level texts to build accuracy, automaticity, and confidence.

Provide daily opportunities for students to engage in interactive read-alouds and text-based discussions.

Monitor student progress bi-weekly and adjust instruction to address specific skill deficits.  
Plan appropriate scaffolds that will temporarily support the students' need to access challenging text and skills while gradually moving them toward independence. Supports will be adjusted to meet students where they are, whether they need vocabulary pre-teaching, sentence stems, or graphic organizers.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

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To address the significant percentage of students performing below proficiency in Reading/ELA, Grades 3–5 teachers will implement evidence-based instructional strategies that target comprehension, vocabulary, and fluency. Instruction will be driven by Florida B.E.S.T. ELA standards, supported by high-quality instructional materials, and informed by ongoing progress monitoring data. To increase the overall reading proficiency by 5% across each grade level the following instructional practices must be implemented.

Implement explicit, standards-aligned instruction using complex literary and informational texts.

Use progress monitoring data (FAST, i-Ready, formative assessments) to provide targeted small-group instruction and interventions.

Integrate daily text-based writing tasks requiring evidence from the text.

Explicitly teach and reinforce academic vocabulary and language structures.

Provide regular fluency practice to build automaticity and comprehension.

Monitor student progress bi-weekly and adjust instruction based on data.

Plan appropriate scaffolds that will temporarily support the students' need to access challenging text and skills while gradually moving them toward independence. Supports will be adjusted to meet students where they are, whether they need vocabulary pre-teaching, sentence stems, or graphic organizers.

### **Grades K-2: Measurable Outcome(s)**

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Our goal is to increase student performance by 5% across all grade levels by implementing the aforementioned methods with fidelity.

### **Grades 3-5: Measurable Outcome(s)**

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Our goal is to increase student performance by 5% across all grade levels by implementing the aforementioned methods with fidelity.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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We will be meeting monthly with our Literacy Leadership Team to discuss and disaggregate data and make informed decisions about how to maximize growth.

We will use one PLC per month to use as a professional learning opportunity and/or collaborative

planning focusing on student growth and findings from the LLT meetings. Ensuring that all teachers are responding to the data from local and state assessment, developing a plan of action and steps to move students to proficiency.

**Person responsible for monitoring outcome**

Meshia Redding, Adrienne Palmer

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Scaffolding: Break complex reading tasks into manageable steps with supports (sentence stems, models, guided practice) to ensure student access to grade-level text. Active Monitoring: Teachers circulate and check for understanding during reading instruction, providing immediate corrective feedback and ensuring student engagement. i-Ready: Adaptive, standards-aligned lessons in reading provide targeted practice, identify gaps, and inform small-group instruction. Corrective Reading: Direct, explicit instruction program designed to improve decoding, fluency, and comprehension for students reading below grade level. Small-Group Instruction: Strategic grouping based on progress monitoring and program diagnostics to provide targeted support to struggling readers. Being a Reader and Magnetic will be used for small group instruction. Review/Adjustments: Student progress will be monitored using i-Ready diagnostics, classroom-based assessments, and progress monitoring checks. Instructional adjustments will be made to refine scaffolds, increase targeted interventions, and ensure alignment to RAISE goals.

**Rationale:**

More than 50% of our students are below proficiency in Reading on PM3. Researched based interventions have been vetted by our district to increase the number of students scoring proficient in Reading.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Being A Reader k-2, Magnetic, Benchmark Advance 3-5, Waterford, and I-Ready are programs that will be used to achieve the measurable outcomes and monitor growth. Adjustments will be made as data is analyzed in PLC's.

**Rationale:**

More than 50% of our students are below proficiency in Reading on PM3. Researched based interventions have been vetted by our district to increase the number of students scoring proficient in Reading.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Literacy Team

**Person Monitoring:**

Meshia Redding

**By When/Frequency:**

Monthly/Media

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

We will be reviewing all assessment data with the literacy team to ensure the proper supports and resources are being used effectively

**Action Step #2**

PLC's

**Person Monitoring:**

Meshia Redding

**By When/Frequency:**

Weekly/PLC Room

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

Academic Coach will meet with all teachers to discuss the data results from all assessments, determining action plan, resources, and support is needed.

## IV. Positive Learning Environment

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**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.

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Sunrise Elementary will strengthen its school-wide Positive Behavior Support System (PBIS) to address behavioral trends identified across grade levels. A consistent and proactive approach to behavior management supports a positive learning environment and improves student academic

outcomes. PBIS structures will be reinforced across all grade levels to increase student engagement, reduce time out of learning, and promote a safe, respectful school culture.

### **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.

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We decreased our discipline referrals by 16% in the 24-25 school year. This school year we want to continue to decrease discipline by 5%. This school year we would like for 15% of our overall student population to receive positive referrals by the end of the 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.

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To ensure the effectiveness of the Positive Behavior Support System (PBIS) at Sunrise Elementary, a structured monitoring process will be implemented throughout the year. The goal is to promote a safe, respectful, and academically focused school culture by proactively supporting positive student behavior.

### **Monitoring Actions:**

#### **1. Behavior Data Tracking and Analysis**

- Use behavior tracking platforms to monitor discipline referrals, time-out incidents, and Tier 2/3 behavior plans.
- Monthly data reviews will be conducted by the administrative team, guidance counselor, and behavior support staff to identify trends, repeat offenses, and students needing additional interventions.

#### **2. PBIS Team Meetings**

- A designated PBIS team will meet monthly to review data, evaluate the fidelity of implementation, and adjust behavior interventions as needed.
- Team will also monitor the implementation of reward systems, school-wide expectations, and staff reinforcement strategies.

#### **3. Teacher Feedback and Climate Surveys**

- Staff surveys and behavior management reflections will be collected quarterly to assess teacher perceptions, classroom climate, and support needs.

#### **4. Classroom Observations and Walkthroughs**

- Administrators will conduct regular walkthroughs using a behavior-focused checklist to ensure consistent implementation of classroom behavior expectations and school-wide PBIS strategies.

#### **5. Parent Communication and Engagement**

- Ongoing communication with families regarding behavior expectations, progress, and celebrations (e.g., PBIS events, behavior recognitions) will reinforce the home-school

connection.

Ongoing monitoring of the PBIS framework will directly impact student achievement by:

- **Reducing time spent out of class** due to behavior incidents, increasing instructional time for all students.
- **Improving classroom environments**, resulting in fewer disruptions and more focused learning.
- **Providing targeted behavioral supports**, allowing students with social-emotional or behavioral needs to access learning more effectively.
- **Strengthening school culture and student engagement**, which promotes motivation, a sense of belonging, and readiness to learn.

### **Person responsible for monitoring outcome**

Rebecca Gaebel

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Sunrise Elementary will implement consistent PBIS strategies school-wide to foster a positive and respectful learning environment for all students. The approach will include: Frequent reinforcement of the school's three core behavioral principles across all settings (classroom, cafeteria, hallways, recess, etc.), ensuring a unified language and expectations school-wide. Use of Dolphin Dollars as a tangible reward system to recognize and encourage appropriate behavior. Students will be able to earn Dolphin Dollars from any staff member for demonstrating behaviors aligned with the school's expectations. Individualized rewards and recognition opportunities, allowing students to exchange Dolphin Dollars for incentives that are meaningful and motivating to them. These rewards will be designed to acknowledge both consistent positive behavior and significant improvements in behavior. By embedding PBIS into the daily routines and culture of the school, Sunrise Elementary aims to increase student engagement, reduce behavioral incidents, and build a more inclusive, safe, and achievement-focused environment.

#### **Rationale:**

The rationale for implementing PBIS at Sunrise Elementary stems from data reviewed during the previous school year, which indicated a need for more consistent behavioral expectations, increased student engagement, and a reduction in office discipline referrals. PBIS helps establish a positive and predictable school climate by: Clearly defining and teaching school-wide behavior expectations. Encouraging positive behavior through reinforcement systems such as Dolphin Dollars and individualized rewards. Using a data-driven approach to identify and support students needing targeted behavioral interventions. When implemented with fidelity, PBIS results in fewer behavioral disruptions, more time spent on instruction, improved student-teacher relationships, and increased academic outcomes. This framework supports equitable practices by ensuring all students, including those with behavioral or emotional challenges, receive consistent support and recognition. By embedding PBIS into the culture of Sunrise Elementary, we aim to create an environment where every student feels safe, respected, and motivated to succeed socially, emotionally, and academically.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Implementation of the PBIS intervention student tracking form

**Person Monitoring:**

Rebecca Gaebel

**By When/Frequency:**

Weekly

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

Teachers will utilize the tracking form for all behaviors and interventions prior to submitting a referral. This includes parent contact.

**Action Step #2**

Behavior/Attendance Team Meetings

**Person Monitoring:**

Adrienne Palmer

**By When/Frequency:**

Weekly

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

Following discipline/Attendance data analysis by Administration team, meetings will be scheduled with parents, teacher, and any other stakeholders involved.

**Action Step #3**

PBIS Reward Menu

**Person Monitoring:**

Rebecca Gaebel

**By When/Frequency:**

Weekly

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

Creating a reward system that will incentivize our students to continue to be better citizens and follow the Sunrise Mission.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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#### 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:

- **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.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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#### 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) and rationale (i.e., data) you have determined will be used this year to

address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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