

Brevard Public Schools

# SUNRISE ELEMENTARY SCHOOL



## 2026-27 Schoolwide Improvement Plan

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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

## A. School Mission and Vision

### Provide the school's mission statement

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The Sunrise family of students, parents, teachers, and staff will strive for a new beginning of excellence for every child every day.

### Provide the school's vision statement

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

## 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

Lauren Sicoli

sicoli.lauren@brevardschools.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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As principal, Mrs. Sicoli works with the leadership team to set clear goals for the school based on collaborative analysis of data. She organizes the team to shape a vision of quality instruction and academic success for all students through a clear focus on data-driven strategic goals, instructional priorities, and collaborative planning and professional learning. She supports shared decision-making regarding curriculum, resource allocation, instruction, staffing, and community engagement.

#### Leadership Team Member #2

##### Employee's Name

Alison Marlasca

marlasca.alison@brevardschools.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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As assistant principal, Mrs. Marlasca leads the implementation of new curriculum/initiatives, collaborative planning efforts, and professional development. She is focused on a vision of shared instructional leadership and academic success for all. She defines and promotes high expectations among the school-based learning community in support of quality instruction and improved student achievement. She identifies the instructional talents and interests of teachers, organizing them to apply those talents as teacher leaders to lead collaborative planning, professional development, and peer coaching efforts.

**Leadership Team Member #3**

**Employee's Name**

Maycee Brown

brown.maycee@brevardschools.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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As assistant principal, Ms. Brown leads the implementation of new curriculum/initiatives, collaborative planning efforts, and professional development. She is focused on a vision of shared instructional leadership and academic success for all. She defines and promotes high expectations among the school-based learning community in support of quality instruction and improved student achievement. She identifies the instructional talents and interests of teachers, organizing them to apply those talents as teacher leaders to lead collaborative planning, professional development, and peer coaching efforts.

**Leadership Team Member #4**

**Employee's Name**

Heather Allen

allen.heather@brevardschools.org

**Position Title**

Literacy Coach

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## Job Duties and Responsibilities

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As the literacy coach, Ms. Allen is responsible for providing instructional support to teachers in the realm of English Language Arts. She thoroughly understands the English Language Arts B.E.S.T Standards and collaborates with teachers to develop standards-aligned lesson plans. Ms. Allen provides instructional coaching and feedback opportunities to Sunrise teachers and also assists in facilitating MTSS (Multi-Tiered System of Supports), data team, and instructional improvement meetings. Additionally, Ms. Allen supports students, teachers, parents, and administrators in implementing successful ELA programs. She also serves as the chair of our school's Literacy Leadership Team.

## 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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Sunrise Elementary School ensures that all stakeholders—including the school leadership team, teachers, staff, parents, and community members—are actively involved in the development of our School Improvement Plan (SIP). Over the summer, members of the leadership team and instructional staff met to review and analyze end-of-year 2026 student performance data. Conversations focused on identifying areas in need of improvement, exploring potential causes for lower performance, and setting goals and action steps for the upcoming year. The findings and input gathered during this process serve as the foundation for the SIP. At the first School Advisory Council (SAC) meeting of the school year, the team—composed of parents, staff, and community representatives—reviews the previous year's end-of-year data. A brief overview of the prior year's SIP is presented, highlighting the progress toward previously established goals. The SAC then provides input on priority areas for improvement and offers suggestions for strategies that could support growth in those areas. This feedback is incorporated into the development of the new SIP. Once the SIP draft is completed, it is shared with both SAC and staff to gather additional feedback before final submission.

## 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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The Sunrise Elementary School Improvement Plan (SIP) will be monitored throughout the year through a systematic process that includes weekly collaborative planning meetings, classroom walkthroughs, professional development activities aligned to SIP action steps, and regular School Advisory Council (SAC) reviews. During collaborative planning, grade-level teams (K–6), the literacy coach, and administration will review student performance data, monitor the implementation of instructional strategies, and identify next steps to support student growth.

Professional development for the 2026–2027 school year will begin during preplanning with a schoolwide focus on explicit instruction. Primary teachers will receive targeted training and ongoing support in the implementation of University of Florida Literacy Institute (UFLI) strategies. Follow-up support and monitoring will occur regularly through collaborative planning sessions, coaching cycles, and classroom observations.

The effectiveness of SIP action steps will be evaluated using student achievement data, including Progress Monitoring 2 (PM2) and Progress Monitoring 3 (PM3) results from STAR assessments (Kindergarten–2nd grade) and FAST assessments (3rd–6th grade), as well as district benchmark and school-based assessment data. These data sources will be analyzed by the leadership team to measure progress toward SIP goals, identify trends, and determine areas requiring additional support or intervention.

Classroom walkthroughs will be conducted weekly by the principal, assistant principals, and literacy coach to monitor the consistent implementation of SIP-aligned instructional practices. Teachers will receive timely feedback to strengthen instructional effectiveness, and walkthrough data will be reviewed by the leadership team to inform professional learning, coaching support, and continuous improvement efforts.

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                               |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>ELEMENTARY</b><br><b>PK-6</b>                                                                                                                                                                                                                                                            |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                               |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                             |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>82.6%</b>                                                                                                                                                                                                                                                                                |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                   |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>YES</b>                                                                                                                                                                                                                                                                                  |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                                                                  |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                             |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: B</b><br><b>2024-25: B</b><br><b>2023-24: B</b><br><b>2022-23: B</b><br><b>2021-22: B</b>                                                                                                                                                                                       |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2026-27

Using 2025-26 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                                                                                                         | 69          | 124 | 143 | 133 | 125 | 125 | 128 |   |   | 847   |
| Absent 10% or more school days                                                                                            | 16          | 30  | 37  | 23  | 17  | 22  | 38  |   |   | 183   |
| One or more suspensions                                                                                                   | 1           | 11  | 8   | 2   | 11  | 9   | 14  |   |   | 56    |
| Course failure in English Language Arts (ELA)                                                                             |             |     |     |     |     |     |     |   |   | 0     |
| Course failure in Math                                                                                                    |             |     |     |     |     |     |     |   |   | 0     |
| Level 1 on statewide ELA assessment                                                                                       |             |     |     | 11  | 9   | 19  | 22  |   |   | 61    |
| Level 1 on statewide Math assessment                                                                                      |             |     |     | 5   | 12  | 22  | 26  |   |   | 65    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             |     |     |     | 1   | 1   | 2   |   |   | 4     |
| 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 2026-27

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 |             | 6 | 4 | 4 | 11 | 16 | 26 |   |   | 67    |

**Current Year 2026-27**

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     | 4           | 16 | 15 | 10 | 1 | 0 | 0 |   |   | 46    |
| Students retained two or more times |             |    |    |    |   |   | 3 |   |   | 3     |

**Prior Year (2025-26) 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 |       |
| School Enrollment                                                                                                         | 100         | 138 | 136 | 134 | 134 | 120 | 117 |   |   | 879   |
| Absent 10% or more school days                                                                                            | 11          | 40  | 35  | 35  | 20  | 29  | 28  |   |   | 198   |
| One or more suspensions                                                                                                   | 1           | 8   | 3   | 9   | 6   | 8   | 6   |   |   | 41    |
| Course failure in English Language Arts (ELA)                                                                             |             |     |     | 3   | 6   | 9   | 11  |   |   | 29    |
| Course failure in Math                                                                                                    |             |     |     | 3   | 3   | 13  | 12  |   |   | 31    |
| Level 1 on statewide ELA assessment                                                                                       | 4           | 37  | 35  | 46  | 11  | 34  | 21  |   |   | 188   |
| Level 1 on statewide Math assessment                                                                                      | 3           | 39  | 27  | 37  | 6   | 44  | 21  |   |   | 177   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             | 11  | 43  | 33  |     | 3   | 6   |   |   | 96    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             | 11  | 43  | 33  |     |     |     |   |   | 87    |

**Prior Year (2025-26) 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 | 4           | 21 | 18 | 17 | 10 | 27 | 23 |   |   | 120   |

**Prior Year (2025-26) 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     | 4           | 4 | 3 | 8 | 1 |   | 1 |   |   | 21    |
| Students retained two or more times |             |   |   |   |   | 3 |   |   |   | 3     |

## 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 2025-26 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2026   |           |        | 2025   |           |        | 2024   |           |        |
|------------------------------------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                                                  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*                                                 | 60     | 65        | 62     | 57     | 62        | 59     | 61     | 61        | 57     |
| Grade 3 ELA Achievement                                          | 54     | 63        | 61     | 63     | 58        | 59     | 52     | 59        | 58     |
| ELA Learning Gains                                               | 64     | 67        | 63     | 54     | 62        | 60     | 66     | 64        | 60     |
| ELA Lowest 25th Percentile                                       | 59     | 61        | 58     | 61     | 57        | 56     | 63     | 60        | 57     |
| Math Achievement*                                                | 63     | 66        | 66     | 58     | 63        | 64     | 53     | 62        | 62     |
| Math Learning Gains                                              | 70     | 68        | 64     | 59     | 67        | 63     | 61     | 68        | 62     |
| Math Lowest 25th Percentile                                      | 56     | 55        | 50     | 51     | 54        | 51     | 56     | 59        | 52     |
| Science Achievement                                              | 47     | 66        | 62     | 67     | 62        | 58     | 66     | 60        | 57     |
| Social Studies Achievement*                                      |        |           | 95     |        |           | 92     |        |           |        |
| Graduation Rate                                                  |        |           |        |        |           |        |        |           |        |
| Middle School Acceleration                                       |        |           |        |        |           |        |        |           |        |
| College and Career Acceleration                                  |        |           |        |        |           |        |        |           |        |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |           |        |        | 62        | 63     |        | 57        | 61     |

\*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)

| 2025-26 ESSA FPPI                            |         |         |         |         |           |          |
|----------------------------------------------|---------|---------|---------|---------|-----------|----------|
| ESSA Category (CSI, TSI or ATSI)             |         |         |         |         |           | N/A      |
| OVERALL FPPI – All Students                  |         |         |         |         |           | 59%      |
| OVERALL FPPI Below 41% - All Students        |         |         |         |         |           | No       |
| Total Number of Subgroups Missing the Target |         |         |         |         |           | 0        |
| Total Points Earned for the FPPI             |         |         |         |         |           | 473      |
| Total Components for the FPPI                |         |         |         |         |           | 8        |
| Percent Tested                               |         |         |         |         |           | 99%      |
| Graduation Rate                              |         |         |         |         |           |          |
| ESSA OVERALL FPPI HISTORY                    |         |         |         |         |           |          |
| 2025-26                                      | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 59%                                          | 59%     | 58%     | 57%     | 58%     | 59%       |          |

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

| 2025-26 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          | 45%                             | No                 |                                                       |                                                       |
| English Language Learners           | 52%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 55%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 57%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 70%                             | No                 |                                                       |                                                       |
| White Students                      | 61%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 53%                             | 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.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2024-25 | C&C<br>ACCEL<br>2024-25 | ELP<br>PROGRESS |
| All Students                                   | 60%         | 54%                    | 64%       | 59%               | 63%          | 70%        | 56%                | 47%         |            |              |                         |                         |                 |
| Students With<br>Disabilities                  | 36%         | 36%                    | 54%       | 50%               | 45%          | 62%        | 52%                | 27%         |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 38%         | 47%                    | 56%       | 59%               | 49%          | 72%        | 73%                | 25%         |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 56%         | 54%                    | 65%       | 58%               | 51%          | 63%        | 62%                | 33%         |            |              |                         |                         |                 |
| Hispanic<br>Students                           | 57%         | 56%                    | 63%       | 63%               | 57%          | 63%        | 47%                | 47%         |            |              |                         |                         |                 |
| Multiracial<br>Students                        | 61%         |                        | 70%       |                   | 71%          | 77%        |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 64%         | 59%                    | 63%       | 58%               | 69%          | 73%        | 54%                | 49%         |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 53%         | 48%                    | 59%       | 53%               | 53%          | 63%        | 54%                | 41%         |            |              |                         |                         |                 |

| 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                                   | 57%      | 63%              | 54%    | 61%         | 58%       | 59%     | 51%          | 67%      |         |           |                   |                   | 65%          |
| Students With Disabilities                     | 23%      | 20%              | 45%    | 60%         | 37%       | 52%     | 43%          | 38%      |         |           |                   |                   |              |
| English Language Learners                      | 43%      |                  | 60%    | 73%         | 32%       | 48%     | 70%          |          |         |           |                   |                   | 65%          |
| Black/African American Students                | 46%      | 68%              | 45%    | 53%         | 44%       | 47%     | 44%          | 40%      |         |           |                   |                   |              |
| Hispanic Students                              | 56%      | 50%              | 62%    | 69%         | 56%       | 74%     | 75%          | 69%      |         |           |                   |                   | 67%          |
| Multiracial Students                           | 53%      | 56%              | 46%    | 60%         | 53%       | 59%     |              | 50%      |         |           |                   |                   |              |
| White Students                                 | 61%      | 66%              | 56%    | 64%         | 64%       | 59%     | 43%          | 76%      |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 47%      | 58%              | 54%    | 63%         | 47%       | 54%     | 46%          | 53%      |         |           |                   |                   | 67%          |

| 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                                   | 61%      | 52%              | 66%    | 63%         | 53%       | 61%     | 56%          | 66%      |         |           |                   |                   | 46%          |
| Students With Disabilities                     | 41%      | 47%              | 53%    | 51%         | 40%       | 56%     | 53%          | 43%      |         |           |                   |                   |              |
| English Language Learners                      | 59%      |                  | 61%    |             | 45%       | 67%     |              |          |         |           |                   |                   | 46%          |
| Black/African American Students                | 52%      | 47%              | 54%    | 42%         | 35%       | 59%     | 65%          | 56%      |         |           |                   |                   |              |
| Hispanic Students                              | 54%      | 25%              | 73%    |             | 45%       | 56%     | 40%          | 53%      |         |           |                   |                   | 62%          |
| Multiracial Students                           | 68%      | 75%              | 71%    |             | 61%       | 71%     |              | 60%      |         |           |                   |                   |              |
| White Students                                 | 65%      | 54%              | 68%    | 69%         | 58%       | 62%     | 53%          | 76%      |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 50%      | 42%              | 60%    | 60%         | 42%       | 58%     | 59%          | 52%      |         |           |                   |                   | 47%          |

## 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.

| 2025-26 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 55%    | 63%      | -8%               | 60%   | -5%            |
| ELA            | 4     | 67%    | 61%      | 6%                | 60%   | 7%             |
| ELA            | 5     | 53%    | 62%      | -9%               | 61%   | -8%            |
| ELA            | 6     | 72%    | 74%      | -2%               | 62%   | 10%            |
| Math           | 3     | 60%    | 66%      | -6%               | 66%   | -6%            |
| Math           | 4     | 70%    | 62%      | 8%                | 65%   | 5%             |
| Math           | 5     | 53%    | 58%      | -5%               | 62%   | -9%            |
| Math           | 6     | 69%    | 74%      | -5%               | 60%   | 9%             |
| Science        | 5     | 48%    | 64%      | -16%              | 60%   | -12%           |

### 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?

---

Math Learning Gains showed the greatest improvement, rising from 59% to 70%. This growth reflects several key actions. BSI instructional walks created opportunities for collaboration focused on feedback and continuous improvement. Through this process, teachers received in-person feedback within 24 hours, ensuring timely support.

In addition, the math coach provided monthly guidance through planning sessions and targeted walkthroughs. The benchmark analysis report was used intentionally to drive instruction and address specific student needs. Sunrise also adopted the mindset that “math is a verb,” emphasizing that math is something students *do*. As a result, the use of manipulatives and problem-solving strategies became standard practice.

We will continue all of these actions from the 2025–26 school year into the 2026–27 school year to maintain and build on this progress.

##### **Lowest Performance**

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

---

Science Achievement showed the lowest performance, with only 48% proficiency. A major contributing factor was staffing changes, and this cohort also demonstrated low performance in both 3rd and 4th grade, which carried into 5th grade.

To address this, collaborative planning between 5th grade science teachers and STEM teachers, supported by administration, will be implemented for the 2026–27 school year. The work completed

during planning will be monitored through walkthroughs and timely feedback to ensure alignment and instructional improvement.

We will also incorporate the use of district aligned resources, including Penda data analysis, to support intentional planning and help us make data informed decisions for our 5th graders. In addition, we will utilize the district science contact to provide professional learning focused on the 5E instructional model and vocabulary development, strengthening teacher capacity and consistency across classrooms.

### **Greatest Decline**

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

---

Science Achievement showed the lowest performance, with only 48% proficiency. A major contributing factor was staffing changes, and this cohort also demonstrated low performance in both 3rd and 4th grade, which carried into 5th grade.

To address this, collaborative planning between 5th grade science teachers and STEM teachers, supported by administration, will be implemented for the 2026–27 school year. The work completed during planning will be monitored through walkthroughs and timely feedback to ensure alignment and instructional improvement.

We will also incorporate the use of district aligned resources, including Penda data analysis, to support intentional planning and help us make data informed decisions for our 5th graders. In addition, we will utilize the district science contact to provide professional learning focused on the 5E instructional model and vocabulary development, strengthening teacher capacity and consistency across classrooms.

### **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.

---

The largest gap compared to the state average occurred in 5th grade science. Sunrise Elementary average score was 198 on the State Science Assessment, while the state average was 204, resulting in a 6-point gap. Limited collaboration and data analysis, and staff changes contributed to this

decline. Additionally, this cohort of students is the lowest performing group school wide.

### **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 continues to be an area of concern for all grade levels at Sunrise. 22% of Sunrise's Kindergarten-6th grade students missed 10% or more days last school year. As noted in the EWS data grades 2 and 6 show the highest number of students missing 10% or more of the school year.

### **Highest Priorities**

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

---

3rd Grade Achievement

Science Achievement

Math Lowest 25% Learning Gains

## 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 ELA

#### 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.

Third grade ELA proficiency showed a decline from 63% proficiency in the 2024-25 school year to 54% in the 2025-26 school year. This decline reflects a need to refine and strengthen instructional practices to increase student proficiency.

#### 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.

In 2027, the percent of 3rd grade students proficient in ELA will increase from 55% to 60%.

#### Monitoring

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

- Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. ELA assessments to identify student proficiency levels. and guide Tier 1 (core and small group) and Tier 2 adjustments.
- Targeted Instruction: Explicit Instruction follows a structured approach to include, modeling, guided practice, and gradual release. Intentional sequencing, frequent checks for understanding, and ongoing feedback are present to ensure mastery.
- Walkthrough Alignment: Conduct weekly classroom walkthroughs during Tier 1 instruction and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible.

#### Person responsible for monitoring outcome

Administration

#### 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:**

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

**Rationale:**

The decline in ELA proficiency with our 3rd graders indicates a need to strengthen Tier 1 instruction to ensure student outcomes. Implementation of Florida's state standards through the district adopted curriculum of Benchmark Advance 2026 provides the foundation for high-quality literacy instruction. Through intentional planning, modeling and coaching by administration and literacy coach teachers will provide explicit instruction with a clear focus on modeling, guided practice, targeted feedback, and gradual release to increase student proficiency.

**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**

1st Quarter: Establish Coherent Tier 1 Instruction

**Person Monitoring:**

Administration and Literacy Coach

**By When/Frequency:**

1st Quarter

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

Leadership Actions:

\*Establish and communicate clear expectations for high-quality Tier 1 ELA instruction using Benchmark Advance 2026 as the primary instructional resource aligned to the Florida B.E.S.T. Standards.

\*Define and Monitor non-negotiables for Explicit Instruction including:

- Gradual Release of Responsibility
- Clear teacher modeling and think-alouds
- Planned Checks for Understanding

\*Implement a weekly collaborative planning system that includes administrators, the literacy coach, classroom teachers, and the 3rd grade interventionist to:

- Plan explicit instruction using the Gradual Release model
- Identify standards-aligned learning targets
- Plan for scaffolding, adjusting and acceleration

\*Support Implementation of a targeted review of foundational reading skills through the use of UFLI

\*Communicate a monitoring cycle that includes weekly collaborative planning meetings, regular classroom walkthroughs and ongoing feedback

Literacy Coach Actions:

\* Support facilitation of weekly collaborative planning focused on standards aligned Tier 1 instruction

\*Support teachers in designing lessons

\*Model effective explicit instructional practices during Tier 1 instruction and collaborative planning meetings

Partner with classroom teachers and the 3rd grade interventionist to ensure intervention and classroom instruction are closely aligned

\*Support implementation of UFLI during the first nine weeks through modeling, coaching and feedback

\*Analyze formative assessment data with teachers to inform instructional decisions

Teacher Actions (Gen Ed, ESE, ELL):

\*Deliver standards -aligned Tier 1 instruction using Benchmark Advance 2026 as the primary instructional resource

\*Implement UFLI as a review of foundational reading skills

\*Implement explicit instruction using the gradual release model

\*Intentionally embed Checks for Understanding throughout instruction and adjust teaching based on student responses.

\*Participate in weekly collaborative planning to develop standards-based lessons, plan for differentiation, analyze student work and formative data

\*Use student data to inform instructional decisions and provide interventions

## **Action Step #2**

2nd Quarter: Strengthen Structured Planning Time

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 2nd quarter

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

Leadership Actions:

\*Partner with the Literacy Coach to provide professional learning focused on strengthening the I Do and We Do components of Explicit Instruction

\*Facilitate structured data meetings using FAST, i-Ready and Benchmark Advance Unit Assessments to monitor student progress and identify instructional priorities

\*Ensure collaborative planning aligns Tier 1 instruction with Tier 2 and Tier 3 interventions to ensure coherence with supports

\*Monitor implementation of instruction expectations through classroom walkthroughs, providing timely feedback focused on Tier 1 explicit instruction

Literacy Coach Actions:

\*Lead collaborative planning and data discussions that connect student proficiency to instructional planning

\*Support teachers in designing standards-aligned lessons that strengthen Tier 1 instruction

\*Model effective explicit instruction with an emphasis on high-quality I Do and We Do practices, including think-alouds, modeling, and guided practice.

\*Coach teachers on using Checks for Understanding (CFUs) and formative assessment data to adjust instruction in real time.

\*Provide feedback through coaching cycles to strengthen instructional consistency across classrooms.

Teacher Actions:

\*Consistently implement standards-aligned instruction using Benchmark Advance in Tier 1

- \*Collaborate during weekly planning to develop lessons that incorporate explicit instruction and strengthen alignment between Tier 1 and intervention.
- \*Deliver daily instruction using the Gradual Release of Responsibility model, emphasizing effective modeling, guided practice, and purposeful independent practice.
- \*Use CFUs, formative assessments, and student data to adjust instruction and provide targeted support.
- \*Maintain consistent instructional routines, academic language, and scaffolds across Tier 1

### **Action Step #3**

3rd Quarter: Data-driven adjustments

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 3rd Quarter

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

Leadership Actions:

- \*Facilitate data meetings that use FAST, Benchmark Advance, classroom formative assessments, and i-Ready data to determine instructional next steps.
- \*Analyze walkthrough trends and student data to identify instructional strengths and areas for improvement.
- \*Monitor implementation of instructional adjustments through walkthroughs and collaborative planning.
- \*Identify and celebrate high-impact instructional practices, providing opportunities for teachers to observe and share effective strategies.

Literacy Coach Actions:

- \*Facilitate collaborative planning focused on analyzing student data, identifying skill gaps, and planning targeted reteaching and enrichment.
- \*Support teachers in using formative assessment and Checks for Understanding to make real-time instructional adjustments.
- \*Coach teachers to strengthen lesson delivery, including pacing, teacher modeling, guided practice, and purposeful student discourse.
- \*Model high-impact explicit instruction in whole-group and small-group settings.

Teacher Actions:

- \*Use student data from FAST, and iReady to plan targeted reteaching, intervention, or enrichment while maintaining alignment to Tier 1 instruction.
- \*Use formative assessments, exit tickets, and Checks for Understanding to identify learning gaps and adjust instruction accordingly.
- \*Strengthen explicit instruction by increasing opportunities for student discourse, collaborative learning, and higher-order questioning during guided practice.
- \*Provide timely, specific feedback that helps students explain their thinking and improve their understanding.

### **Action Step #4**

4th Quarter: Monitor and Adjust

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 4th Quarter

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

Leadership Actions:

- \*Monitor student progress using FAST, i-Ready, Benchmark Advance assessments, and classroom formative assessments to evaluate the effectiveness of Tier 1 instruction and intervention.

- \*Use data to identify students requiring additional support and implement responsive actions, including targeted reteaching, flexible grouping, intervention adjustments, and "all hands on deck" instructional support.
  - \*Prioritize instructional support for students approaching proficiency to maximize learning gains.
  - \*Conduct data reviews and classroom walkthroughs to ensure instructional adjustments are implemented with fidelity and aligned to student needs.
  - \*Celebrate growth and identify successful instructional practices to inform continuous improvement.
- Literacy Coach Actions:**
- \*Facilitate collaborative data meetings to identify student learning needs and plan targeted reteaching, enrichment, and intervention.
  - \*Coach teachers in using formative assessment data to regroup students and refine instruction.
  - \*Model effective intervention strategies, including flexible grouping, targeted small-group instruction, and intensive reteach cycles.
  - \*Highlight and share instructional practices that demonstrate positive student outcomes to build capacity across grade levels.
- Teacher Actions:**
- \*Deliver consistent, explicit Tier 1 instruction.
  - \*Use formative assessment data to regroup students and provide targeted reteaching, intervention, or enrichment based on identified needs.
  - \*Provide timely, specific feedback that enables students to explain their thinking and improve performance.
  - \*Collaborate with General Education, ESE, and 3rd grade interventionist to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

## Area of Focus #2

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.

In the 2025-26 school year, after FAST PM3, grades Kindergarten-Second grade students have an overall proficiency of 44%. This is a slight decrease from the previous average of 45%. Both Kindergarten and Second grade students fell below 50% proficiency. Kindergarten at 38% and 2nd grade at 43%. First grade was just over the threshold at 52% proficient. This data reflects a need for strengthened early literacy foundational skills.

#### 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.

In 2027, after PM3 the percent of Kindergarten-Second grade students will increase from 44%-52%.

**Monitoring**

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

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Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T.

ELA assessments, including fluency and UFLI data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.

- Targeted Instruction: Explicit Instruction follows a structured approach to include, modeling, guided practice, and gradual release. Intentional sequencing, frequent checks for understanding, and ongoing feedback are present to ensure mastery.
- Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

**Person responsible for monitoring outcome**

Administration

**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:**

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

**Rationale:**

A focus on explicit instruction is the best fit for Sunrise's primary classrooms because it will ensure that students are taught foundational skills in a clear, structured way with modeling, guided practice and consistent feedback. Using Benchmark Advance and UFLI will provide an aligned system that builds on foundational skills helping gaps close and increase reading proficiency.

**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**

Establish Coherent Tier 1 Instruction

**Person Monitoring:**

Heather Allen and Administration

**By When/Frequency:**

End of 1st Quarter

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

- \*Establish and communicate clear expectations for a protected 105-minute Tier 1 ELA block ensuring standards-aligned instruction and using Benchmark advance 2026 and UFLI as the primary instructional resources.
- \*Define and monitor instructional non-negotiables, including explicit instruction, gradual release of responsibility, daily modeling and think-alouds, guided practice, checks for understanding, and effective differentiation.
- \*Conduct regular classroom walkthroughs using the UFLI Fidelity Checklist in K–2 and Tier 1 instructional look-for tools to monitor implementation and identify trends.
- \*Partner with the Literacy Coach to provide targeted professional learning, feedback, coaching cycles, and classroom modeling based on walkthrough data and teacher needs.
- \*Facilitate collaborative planning with grade-level teams, the Literacy Coach, and the ESE Support Facilitator to strengthen Tier 1 instruction and ensure alignment between core instruction and interventions for all learners.

**Literacy Coach Actions:**

- \*Provide ongoing coaching, modeling, and feedback to strengthen explicit instruction, gradual release, and effective literacy practices during the 105-minute ELA block.
- \*Support K–2 teachers in implementing UFLI with fidelity, including daily phonics routines, connected text practice, and fluency monitoring.
- \*Participate in classroom walkthroughs with administrators using the UFLI Fidelity Checklist to identify strengths and determine individualized coaching and professional learning needs.
- \*Facilitate collaborative planning sessions that align Benchmark Advance 2026, and UFLI.
- \*Model effective instructional strategies, student feedback techniques, and differentiated small-group instruction.

**Teacher Actions:**

- \*Implement the 105-minute Tier 1 ELA block with fidelity using Benchmark Advance 2026, and UFLI as the primary instructional resources.
- \*Deliver daily lessons using explicit instruction, gradual release, teacher modeling, think-alouds, guided practice, checks for understanding, and differentiated instruction.
- \*K–2 teachers implement UFLI with fidelity, following all instructional routines and administering routine fluency checks to monitor student progress.
- \*Collaborate during grade-level planning with the Literacy Coach and ESE Support Facilitator to analyze student needs, plan Tier 1 instruction, and ensure appropriate supports for all learners.
- \*Implement coaching feedback and instructional action steps identified through classroom walkthroughs and professional learning.

**Action Step #2**

## Strengthen Structured Planning Time

**Person Monitoring:**

Heather Allen and Administration

**By When/Frequency:**

End of 2nd Quarter

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

## Leadership Actions:

- \*Conduct classroom walkthroughs to monitor implementation of the 105-minute ELA block, instructional non-negotiables, and K–2 UFLI fidelity using the UFLI Fidelity Checklist.
- \*Provide specific feedback to strengthen instructional alignment across classrooms.
- \*Facilitate structured collaborative planning meetings where grade-level teams analyze FAST, i-Ready, Benchmark Advance, classroom formative assessment, and UFLI fluency data to plan standards-based instruction and responsive small-group supports.
- \*Partner with the Literacy Coach to use walkthrough trends and student data to provide targeted professional learning, coaching cycles, and classroom modeling.
- \*Ensure Tier 2 and Tier 3 interventions are aligned with Tier 1 instruction and address identified skill gaps while maintaining access to grade-level content.

## Literacy Coach Actions:

- \*Facilitate structured collaborative planning focused on unpacking standards, planning explicit instruction, and aligning Benchmark Advance, and UFLI instructional routines.
- \*Support K–2 teachers in implementing UFLI with fidelity by modeling lessons, reviewing UFLI Fidelity Checklist data, and providing individualized coaching.
- \*Lead data conversations that connect classroom assessment, FAST, i-Ready, and fluency data to instructional planning and differentiated small-group instruction.
- \*Model high-impact instructional practices, including explicit instruction, gradual release (I Do, We Do, You Do), think-alouds, guided practice, checks for understanding, and effective feedback.
- \*Provide coaching and follow-up support to ensure instructional strategies discussed during planning are implemented consistently in classrooms.

## Teacher Actions:

- \*Participate in structured collaborative planning to analyze student data, identify instructional priorities, and develop standards-aligned lessons using Benchmark Advance, and UFLI (K–2).
- \*Implement the 105-minute Tier 1 ELA block with fidelity using explicit instruction, gradual release, purposeful student discourse, checks for understanding, and differentiated small-group instruction.
- \*K–2 teachers implement UFLI with fidelity, administer routine fluency checks, and use student performance data to adjust phonics and fluency instruction.
- \*Collaborate with interventionists, ESE teachers, and the Literacy Coach to ensure Tier 2 and Tier 3 instruction is aligned to Tier 1 learning targets.
- \*Use formative assessment and checks for understanding throughout instruction to make real-time instructional adjustments and provide timely feedback to students.

**Action Step #3**

Third Quarter: Data-driven adjustments

**Person Monitoring:**

Heather Allen and Administration

**By When/Frequency:**

End of 3rd Quarter

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

## Leadership Actions:

- \*Conduct classroom walkthroughs to monitor the implementation of the 105-minute ELA block, instructional non-negotiables, and K–2 UFLI fidelity using the UFLI Fidelity Checklist.
- \*Facilitate data meetings with the Literacy Coach, grade-level teams, and support staff to analyze

FAST, i-Ready, Benchmark Advance, classroom formative assessments, and UFLI fluency data to determine instructional next steps.

- \*Analyze walkthrough trends and student performance data to identify instructional strengths, learning gaps, and opportunities to strengthen Tier 1 instruction.

- \*Ensure Tier 2 and Tier 3 interventions remain tightly aligned to Tier 1 instruction by monitoring lesson alignment, instructional focus, and student progress.

- \*Identify and highlight high-impact instructional practices across classrooms and provide opportunities for teachers to observe, collaborate, and replicate effective strategies.

Literacy Coach Actions:

- \*Use walkthrough data and student performance trends to provide targeted coaching, classroom modeling, and professional learning based on identified instructional needs.

- \*Support K–2 teachers in refining UFLI implementation and fluency routines to strengthen foundational reading skills and improve student outcomes.

- \*Model high-impact instructional practices, including explicit instruction, gradual release (I Do, We Do, You Do), think-alouds, guided practice, checks for understanding, and effective feedback.

- \*Coach teachers on using formative assessment data and checks for understanding to make real-time instructional adjustments during lessons.

Teacher Actions:

- \*Analyze FAST, i-Ready, Benchmark Advance, classroom formative assessments, and UFLI fluency data to identify student strengths and learning gaps and adjust instruction accordingly.

- \*Use exit tickets, checks for understanding, and progress-monitoring data to plan timely reteaching, targeted small-group instruction, intervention, and enrichment.

- \*Continue implementing the 105-minute Tier 1 ELA block with fidelity using Benchmark Advance, and UFLI (K–2), while refining instruction based on student performance.

- \*Use UFLI fidelity routines and fluency monitoring data to adjust phonics and fluency instruction and accelerate student growth.

- \*Collaborate regularly with grade-level teams, ESE teacher and the Literacy Coach to ensure instructional decisions are data-driven, aligned across Tier 1 and intervention, and responsive to student needs.

#### **Action Step #4**

Fourth Quarter: Monitor and Adjust

**Person Monitoring:**

Heather Allen and Administration

**By When/Frequency:**

End of 4th Quarter

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

Leadership Actions:

- \*Facilitate data meetings with administrators, the Literacy Coach, and grade-level teams, to review FAST, i-Ready, Benchmark Advance, K–2 UFLI fluency data, and classroom formative assessments to evaluate student growth and the effectiveness of Tier 1 instruction and interventions.

- \*Conduct classroom walkthroughs to monitor the implementation of the 105-minute ELA block, instructional non-negotiables, and K–2 UFLI fidelity using the UFLI Fidelity Checklist to ensure instructional consistency through the end of the school year.

- \*Use student performance and walkthrough data to identify classrooms, grade levels, and student groups requiring additional instructional support and implement targeted coaching, modeling, and professional learning as needed.

- \*Implement an "all hands on deck" instructional support plan by coordinating administrators, instructional coaches, interventionists, ESE teachers, and support staff to provide strategic reteaching, flexible grouping, and targeted interventions.

- \*Prioritize instructional support for bubble students and students demonstrating the greatest potential

for accelerated growth while ensuring all students receive appropriate instructional supports.

Literacy Coach Actions:

- \*Lead collaborative data analysis meetings to identify students not yet demonstrating mastery, determine specific skill gaps, and develop targeted instructional action plans.
- \*Support teachers in planning responsive reteaching, differentiated small-group instruction, enrichment, and intervention aligned to Tier 1 instruction.
- \*Model effective "all hands on deck" instructional strategies, including flexible grouping, intensive reteaching cycles, and targeted small-group instruction based on student data.
- \*Continue supporting K–2 teachers in strengthening UFLI implementation and fluency routines to accelerate foundational reading growth.
- \*Share effective instructional practices and student success stories across grade levels to sustain high-quality Tier 1 instruction and intervention practices.

Teacher Actions:

- \*Analyze FAST, i-Ready, Benchmark Advance, classroom formative assessment, and K–2 UFLI fluency data to identify students requiring reteaching, intervention, enrichment, or acceleration.
- \*Continue implementing the 105-minute Tier 1 ELA block with fidelity using Benchmark Advance, and UFLI (K–2), while making timely instructional adjustments based on ongoing student data.
- \*Participate in the school's "all hands on deck" instructional support plan by using flexible grouping, targeted reteaching, intervention, and enrichment to address individual student needs.
- \*Prioritize instruction for bubble students and students demonstrating the greatest potential for proficiency while maintaining high expectations and differentiated support for all learners.
- \*Collaborate with grade-level teams, interventionists, ESE teacher and the Literacy Coach to monitor student progress, adjust instructional plans, and ensure Tier 1 instruction and interventions remain aligned to maximize student achievement.

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

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

#### **Instructional Practice specifically relating to Math**

##### **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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During the 2025–2026 school year, Math Learning Gains increased from 59% to 70%, representing our strongest area of growth. However, the Math Learning Gains for our Lowest 25% of students increased from 51% to 56%. While we are proud of the overall improvement, we recognize the need to accelerate growth for our Lowest 25% and will continue to focus on targeted instruction and interventions to increase their learning gains.

##### **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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In the 2026-27, Math Learning Gains for our Lowest 25% will increase from 56% to 60%.

**Monitoring**

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

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- **Assessment Data:** After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. Math assessments to identify student proficiency levels. and guide Tier 1 (core and small group) and Tier 2 adjustments.
- **Targeted Instruction:** Explicit Instruction follows a structured approach to include, modeling, guided practice, and gradual release. Intentional sequencing, frequent checks for understanding, and ongoing feedback are present to ensure mastery. The use of math manipulatives and problem solving strategies remain present through Tier 1.
- **Walkthrough Alignment:** Conduct weekly classroom walkthroughs during Tier 1 instruction and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible.

**Person responsible for monitoring outcome**

Administration

**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:**

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

**Rationale:**

The minimal growth in Math Learning Gains for our Lowest 25% indicates a need to strengthen both our Tier 1 instruction and our Tier 2 intervention supports to ensure student outcomes. Implementation of Florida's state standards through the district adopted curriculum provides the foundation for high-quality instruction. Through intentional planning, modeling and coaching by administration and district math coach teachers will provide explicit instruction with a clear focus on modeling, guided practice, targeted feedback, and gradual release to increase student proficiency.

**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**

1st Quarter Establish Coherent Tier 1 Instruction

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 1st Quarter

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

Leadership Actions:

\*Establish and communicate clear expectations for high-quality Tier 1 mathematics instruction using Reveal Math as the primary instructional resource aligned to the Florida B.E.S.T. Mathematics Standards.

\*Define and monitor non-negotiables for explicit mathematics instruction, including:

-Gradual Release

-Clear teacher modeling and mathematical think-alouds

-Planned checks for understanding

-Use of math manipulatives and opportunities for students to explain mathematical reasoning

\*Implement a collaborative planning system that includes administrators, the district math coach, classroom teachers, and ESE support Facilitators to plan for explicit instruction that includes scaffolding differentiation, and intervention.

\*Support implementation of targeted small-group instruction and intervention based on formative assessment data, with an emphasis on students in the Lowest 25%.

\*Communicate a monitoring cycle that includes collaborative planning meetings, regular classroom walkthroughs, and ongoing feedback focused on the implementation of high-quality Tier 1 mathematics instruction.

Math Coach Actions:

\*Support collaborative planning focused on standards-aligned Tier 1 mathematics instruction.

\*Model effective math instructional practices during Tier 1 instruction and collaborative planning.

\*Partner with classroom teachers to ensure intervention and core instruction are closely aligned.

\*Analyze formative assessment data with teachers to identify instructional adjustments and monitor progress of the Lowest 25% of students.

\*Conduct classroom walkthroughs and provide feedback to teachers

Teacher Actions:

\*Deliver standards-aligned Tier 1 mathematics instruction using Reveal Math as the primary instructional resource.

\*Implement explicit mathematics instruction using the Gradual Release of Responsibility model.

\*Intentionally embed Checks for Understanding throughout lessons and adjust instruction based on student responses.

\*Provide opportunities for students to use math manipulatives and use their mathematical thinking through purposeful mathematical discourse.

\*Participate in collaborative planning to develop standards-based lessons, plan for differentiation, analyze student work, and review formative assessment data.

\*Use student data to inform instructional decisions, provide targeted small-group instruction, and implement interventions with a focus on increasing learning gains for students in the Lowest 25%.

### **Action Step #2**

2nd Quarter: Strengthen Structured Planning Time and Interventions

**Person Monitoring:**

**By When/Frequency:**

Administration

End of 2nd Quarter

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

## Leadership Actions:

\*Partner with the Math Coach to provide professional learning focused on strengthening structured collaborative planning and aligning Tier 1 instruction with targeted interventions for students in the Lowest 25%.

\*Facilitate structured data meetings using FAST, i-Ready, Reveal Math assessments, and classroom formative assessments to monitor student progress, identify instructional priorities, and determine intervention needs.

\*Ensure collaborative planning aligns Tier 1 mathematics instruction with Tier 2 and Tier 3 interventions to provide coherent, standards-based support and maximize learning gains for the Lowest 25%.

\*Monitor implementation of instructional expectations through classroom walkthroughs, providing timely feedback focused on effective Tier 1 mathematics instruction, intervention alignment, and differentiated support.

## Math Coach Actions:

\*Support collaborative planning and data discussions that connect student performance to instructional planning and intervention decisions.

\*Support teachers in designing standards-aligned Reveal Math lessons that strengthen Tier 1 instruction while intentionally planning for intervention and enrichment.

\*Coach teachers on using Checks for Understanding, formative assessments, and student work to adjust instruction and intervention in real time.

\*Provide feedback through walkthroughs to strengthen instructional consistency and the alignment between Tier 1 instruction and intervention across classrooms.

## Teacher Actions:

\*Consistently implement standards-aligned mathematics instruction using Reveal Math as the core Tier 1 resource.

\*Collaborate during planning to develop lessons that strengthen Tier 1 instruction and ensure alignment between core instruction and interventions.

\*Use collaborative planning time to identify students needing additional support and plan targeted interventions based on assessment data.

\*Use CFUs, formative assessments, and student data to adjust instruction, provide targeted small-group support, and monitor the progress of students in the Lowest 25%.

\*Maintain consistent instructional routines, mathematical language, and scaffolds across Tier 1 instruction and intervention to ensure coherence and maximize student learning gains.

**Action Step #3**

3rd Quarter: Data-Driven Adjustments

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 3rd Quarter

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

## Leadership Goals:

\*Facilitate data meetings using FAST, i-Ready, Reveal Math assessments, classroom formative assessments, and progress monitoring data to determine instructional next steps, with a focus on increasing learning gains for students in the Lowest 25%.

\*Analyze classroom walkthrough trends and student performance data to identify instructional strengths, areas for improvement, and opportunities to strengthen Tier 1 instruction and intervention.

- \*Monitor the implementation of data-driven instructional adjustments through classroom walkthroughs, collaborative planning, and intervention discussions.
  - \*Identify and celebrate high-impact mathematics instructional practices, providing opportunities for teachers to observe peers and share effective strategies that accelerate growth for the Lowest 25%.
- Math Coach Actions:**
- \*Support teachers in using formative assessments, Checks for Understanding, and student work to make timely instructional adjustments.
  - \*Coach teachers to strengthen mathematics instruction through effective pacing, explicit teacher modeling, guided practice, purposeful mathematical discourse, and strategic small-group instruction.
  - \*Model high-impact mathematics instruction in whole-group and small-group settings that reflects data-driven instructional decisions and supports the needs of the Lowest 25% of students.
- Teacher Actions:**
- \*Use student data from FAST, i-Ready, Reveal Math assessments, and classroom formative assessments to plan targeted reteaching, intervention, and enrichment while maintaining alignment with Tier 1 mathematics instruction.
  - \*Use formative assessments, exit tickets, and Checks for Understanding to identify learning gaps and adjust instruction and intervention accordingly.
  - \*Strengthen mathematics instruction by increasing opportunities for collaborative problem-solving, and the use of math manipulatives during guided practice.
  - \*Provide timely, specific feedback that helps students explain and justify their mathematical thinking, deepen conceptual understanding, and improve performance.
  - \*Continuously monitor the progress of students in the Lowest 25% and adjust instructional supports to accelerate learning gains throughout the quarter.

#### **Action Step #4**

4th Quarter: Monitor and Adjust

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 4th Quarter

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

**Leadership Actions:**

- \*Monitor student progress using FAST, i-Ready, Reveal Math assessments, and classroom formative assessments to evaluate the effectiveness of Tier 1 instruction and interventions, with a focus on increasing learning gains for the Lowest 25%.
- \*Use student performance data to identify students requiring additional support and implement responsive instructional adjustments, including targeted reteaching, flexible grouping, intervention refinements, and "all hands on deck" instructional support.
- \*Prioritize instructional support for students in the Lowest 25% and those approaching proficiency to maximize learning gains before end-of-year assessments.
- \*Conduct regular data reviews, collaborative planning sessions, and classroom walkthroughs to ensure instructional adjustments are implemented with fidelity and aligned to student needs.

**Math Coach Actions:**

- \*Coach teachers in using formative assessment data to regroup students, adjust instructional strategies, and monitor the effectiveness of interventions.
- \*Model effective mathematics intervention strategies, including flexible grouping, targeted small-group instruction, mathematical discourse, and focused reteaching cycles.
- \*Support teachers in monitoring the progress of students in the Lowest 25% and making timely instructional adjustments to accelerate learning.

**Teacher Actions:**

- \*Deliver consistent, standards-aligned Tier 1 mathematics instruction using Reveal Math while

maintaining high expectations for all students.

\*Continuously monitor student progress using formative assessments, Reveal Math assessments, FAST, and i-Ready data to regroup students and provide targeted reteaching, and intervention for our Lowest 25%.

\*Adjust instructional practices based on student performance to ensure students in the Lowest 25% receive timely, responsive support that accelerates learning.

\*Collaborate with General Education, ESE, and intervention teachers to maintain consistent instructional routines, pacing, expectations, and supports across all learning environments.

## **Area of Focus #4**

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

### **Instructional Practice specifically relating to Science**

#### **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.

5th Grade Science showed a 20 point decline from 67% proficiency in the 2024-25 school year to 47% in the 2025-26 school year. This decline reflects a need to refine and strengthen instructional practices to increase student proficiency.

#### **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.

In the 2026-27, 5th Grade Science proficiency will increase from 48% to 63%.

#### **Monitoring**

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

- Assessment Data: Monitor unit summative assessments, and PENDA data to evaluate student mastery, guide Tier 1 instruction, identify reteaching needs, and collaborate with the STEM teacher to adjust instruction and improve student outcomes.
- Targeted Instruction: Explicit Instruction follows a structured approach to include, modeling, guided practice, and gradual release. Intentional sequencing, frequent checks for understanding, and ongoing feedback are present to ensure mastery.
- Walkthrough Alignment: Conduct weekly classroom walkthroughs during Tier 1 instruction to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible. Explicit Instruction follows a structured approach to include, modeling, guided practice, and gradual release. Intentional sequencing, frequent checks for understanding, and ongoing feedback are present to ensure mastery.

**Person responsible for monitoring outcome**

Administration

**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:**

Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

**Rationale:**

The decline in 5th grade science proficiency indicates a need to strengthen our Tier 1 instruction to ensure student outcomes. Implementation of Florida's state standards through the district adopted curriculum provides the foundation for high-quality instruction. Through intentional planning, modeling and coaching by administration and district science teacher, will provide explicit instruction with a clear focus on modeling, guided practice, targeted feedback, and gradual release to increase student proficiency.

**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**

Quarter 1: Establishing Coherent Tier 1 Instruction

**Person Monitoring:**

Administration

**By When/Frequency:**

End of Quarter 1

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

Leadership Actions:

\*Establish and communicate clear expectations for high-quality Tier 1 science instruction aligned to the Florida State Standards for Science.

\*Define and monitor non-negotiables for effective science instruction to include following the district pacing guides and utilizing the 5E instructional model.

\*Implement a collaborative planning system that includes administrators, the STEM teacher, 5th-grade science teachers, and the district science contact to plan standards-aligned science instruction.

\*Support the use of unit summative assessments, PENDA, and classroom formative assessments to identify instructional adjustments and targeted support for students not yet demonstrating proficiency.

- \* Monitor science instruction through collaborative planning, classroom walkthroughs, data reviews and ongoing feedback to ensure high-quality Tier 1 science instruction is implemented with fidelity.
- District Science Teacher actions:
- \*Support 5th grade science teachers with standards-aligned Tier 1 instruction following the 5E instructional model.
  - \*Model effective science instructional practices, including inquiry, hands-on investigations, scientific discourse, and explicit instruction.
  - \*Support teachers in using unit summative assessments, PENDA data, and formative assessments to identify learning gaps and adjust instruction.
  - \*Collaborate with teachers to plan targeted reteaching and enrichment opportunities based on assessment data.
- Teacher Actions:
- \*Deliver standards-aligned Tier 1 science instruction aligned to the Florida State Academic Standards for Science.
  - \*Implement explicit instruction using the Gradual Release of Responsibility model.
  - \*Intentionally embed Checks for Understanding throughout science lessons and adjust instruction based on student responses.
  - \*Provide opportunities for students to engage in the 5E instructional model to include scientific discourse, explain their reasoning using evidence, and participate in hands-on investigations.
  - \*Collaborate with the STEM teacher and district science specialist to develop standards-based lessons, analyze student work, and plan for differentiation and reteaching.
  - \*Use unit summative assessments, PENDA data, and classroom formative assessments to inform instructional decisions, provide targeted small-group instruction, and increase 5th-grade science proficiency.

## **Action Step #2**

Quarter 2: Strengthen Collaborative Planning and Support Student Data

**Person Monitoring:**  
Administration

**By When/Frequency:**  
End of Quarter 2

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

Leadership Actions:

- \*Facilitate regular planning meetings with administrators, the STEM teacher, 5th-grade science teachers, and the district science contact to analyze student data and develop standards-aligned instruction.
- \*Ensure collaborative planning consistently utilizes the district instructional guides, pacing guides, and the 5E Instructional Model to maintain instructional coherence across classrooms.
- \*Facilitate data discussions using unit summative assessments, PENDA, and classroom formative assessments to identify instructional priorities, student misconceptions, and reteaching needs.
- \*Support teachers in aligning Tier 1 science instruction with targeted intervention, differentiation, and enrichment to increase 5th-grade science proficiency.
- \*Monitor instructional implementation through classroom walkthroughs, planning sessions, data reviews, and timely feedback.

District Science Teacher Actions:

- \*Support planning focused on strengthening standards-aligned Tier 1 science instruction using the district instructional guides and the 5E Instructional Model.
- \*Model effective science instructional practices, including inquiry-based learning, hands-on investigations, scientific discourse, and evidence-based reasoning.
- \*Guide teachers in analyzing unit summative assessments, PENDA data, and formative assessment results to make instructional adjustments and plan targeted reteaching.

**Teacher Actions:**

- \*Collaborate with the STEM teacher and district science teacher during planning sessions to develop standards-aligned lessons using the district instructional guides and the 5E Instructional Model.
- \*Deliver high-quality Tier 1 science instruction that promotes inquiry, scientific discourse, hands-on investigations, and evidence-based reasoning.
- \*Use Checks for Understanding, classroom formative assessments, unit summative assessments, and PENDA data to identify learning gaps and make timely instructional adjustments.
- \*Plan and implement targeted reteaching, intervention, and enrichment based on student assessment data while maintaining alignment with grade-level standards.
- \*Participate in collaborative data discussions to analyze student work, monitor progress, and refine instructional practices to increase 5th-grade science proficiency.

**Action Step #3**

Quarter 3: Data-Driven Adjustments

**Person Monitoring:**

Administration

**By When/Frequency:**

End of Quarter 3

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

- \*Facilitate data meetings with administrators, the STEM teacher, 5th-grade science teachers, and the district science specialist to analyze unit summative assessments, PENDA, and classroom formative assessment data and determine instructional next steps.
- \*Analyze classroom walkthrough trends and student performance data to identify instructional strengths, learning gaps, and opportunities to improve Tier 1 science instruction.
- \*Support teachers in making data-driven instructional adjustments through targeted reteaching, flexible grouping, differentiation, and enrichment based on student needs.
- \*Monitor the implementation and effectiveness of instructional adjustments through classroom walkthroughs, data reviews, and ongoing feedback.
- \*Identify and celebrate high-impact science instructional practices, providing opportunities for teachers to share successful strategies that improve student proficiency.

**District Science Teacher Actions:**

- \*Support collaborative planning focused on analyzing student assessment data and making data-driven instructional decisions using the district instructional guides and the 5E Instructional Model.
- \*Model effective science instructional practices that address identified student misconceptions and strengthen conceptual understanding.
- \*Provide coaching and feedback to strengthen teachers' use of assessment data to improve instructional effectiveness and increase student proficiency.

**Teacher Actions:**

- \*Collaborate with the STEM teacher and district science teacher to analyze assessment data and refine instruction using the district instructional guides and the 5E Instructional Model.
- \*Deliver high-quality Tier 1 science instruction while making timely instructional adjustments based on student performance and identified learning needs.
- \*Use Checks for Understanding, classroom formative assessments, unit summative assessments, and PENDA data to identify misconceptions, monitor student progress, and adjust instruction accordingly.
- \*Participate in collaborative data discussions to analyze student work, monitor the impact of instructional adjustments, and refine teaching practices to increase 5th-grade science proficiency.

**Action Step #4**

Quarter 4: Monitor and Adjust

**Person Monitoring:**

Administration

**By When/Frequency:**

End of 4th Quarter

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

- \*Monitor student progress through unit summative assessments, PENDA, and classroom formative assessments to evaluate the effectiveness of Tier 1 science instruction and instructional interventions.
- \*Implement targeted instructional supports, including reteaching, flexible grouping, differentiation, enrichment, and "all hands on deck" instructional support to maximize student proficiency before state assessments.
- \*Conduct classroom walkthroughs, collaborative planning sessions, and data reviews to monitor the implementation and effectiveness of instructional adjustments and ensure they are aligned to student needs.
- \*Evaluate the impact of instructional strategies, celebrate student growth, and identify high-impact instructional practices to sustain continuous improvement in science instruction.

**District Science Teacher Actions:**

- \*Provide coaching on refining instruction using the district instructional guides and the 5E Instructional Model based on identified student needs.
- \*Collaborate with the STEM teacher and classroom teachers to plan responsive instructional supports, including "all hands on deck" strategies for students requiring additional assistance.
- \*Share effective instructional practices and successful intervention strategies that improve 5th-grade science proficiency across classrooms.

**Teacher Actions:**

- \*Continuously monitor student progress using Checks for Understanding, classroom formative assessments, unit summative assessments, and PENDA data to evaluate learning and make timely instructional adjustments.
- \*Deliver high-quality Tier 1 science instruction using the district instructional guides and the 5E Instructional Model while refining instruction based on student performance.
- \*Implement targeted reteaching, flexible grouping, intervention, enrichment, and "all hands on deck" instructional support to address individual student needs and increase science proficiency.
- \*Provide timely, specific feedback that helps students strengthen their scientific understanding, explain their reasoning using evidence, and demonstrate proficiency on grade-level science standards.

## **IV. Positive Learning Environment**

### **Area of Focus #1**

Student Attendance

#### **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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Attendance continues to be an area of concern for all grade levels at Sunrise. 22% of Sunrise's Kindergarten-6th grade students missed 10% or more days last school year. As noted in the EWS

data grades 2 and 6 show the highest number of students missing 10% or more of the school year. The percent of students missing more than 10% of the 2025-26 at each grade level is listed below:

Kindergarten: 23%

1st Grade: 24%

2nd Grade: 26%

3rd Grade: 17%

4th Grade: 14%

5th Grade: 18%

6th Grade: 30%

When students are absent from school it negatively impacts academic achievement, school connectedness, and long-term outcomes.

### **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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Sunrise will decrease the percent of students with chronic absenteeism from 22% to 15% in the 2026-27 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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The school counselors and administration will monitor attendance data weekly, contact families after each absence and develop attendance improvement plans for at-risk students.

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

Administration and Guidance Counselors

### **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:**

Average daily attendance will improve and chronic absenteeism will decrease through: • Proactive monitoring • Family engagement • Implementation of the Ron Clark House System

#### **Rationale:**

Sunrise Elementary will implement the Ron Clark Academy (RCA) House System as a schoolwide strategy to strengthen school culture, increase student engagement, and reduce chronic absenteeism. Research demonstrates that when students experience a strong sense of belonging, build positive relationships with peers and staff, and feel connected to their school community, they are more likely to attend school consistently and actively engage in learning. The House System will

be implemented across grades K–6 to foster school pride, positive relationships, collaboration, leadership, and a shared sense of responsibility. Through schoolwide House activities, celebrations, service opportunities, and recognition of positive behavior, students will develop meaningful connections that promote a welcoming and inclusive learning environment where every student feels valued and supported. As school culture strengthens, Sunrise Elementary expects to see improved student attendance, increased engagement, and stronger academic outcomes. By creating an environment where students want to come to school every day, the House System will serve as a key strategy for decreasing chronic absenteeism while supporting the academic, social, and emotional success of all students.

**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**

1st Quarter: Establish Expectations and Systems

**Person Monitoring:**

Administration and Guidance Counselors

**By When/Frequency:**

End of 1st Quarter

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

Leadership Actions (Administration and Counselors):

\*Establish a schoolwide attendance monitoring system by reviewing attendance data weekly to identify attendance trends, students with multiple absences, and students at risk for chronic absenteeism.

\*Develop an early warning process to identify students with three or more absences and initiate individualized attendance improvement plans in collaboration with families.

\*Launch the Ron Clark Academy (RCA) House System across grades K–6 by introducing Houses, House meetings, House leaders, and schoolwide expectations that foster belonging, positive relationships, leadership, and school pride.

\*Develop schoolwide attendance incentives that recognize individual students, classrooms, and Houses for improved attendance, growth, and positive participation.

\*Monitor implementation of attendance procedures and House System activities through leadership meetings and adjust supports as needed.

Teacher Actions:

\*Build strong classroom communities by greeting students daily, conducting Morning Meetings, and implementing House System activities that foster belonging, teamwork, and positive relationships.

\*Reinforce House expectations, celebrate positive behavior, and encourage student participation in House events and schoolwide activities.

\*Monitor classroom attendance daily and communicate promptly with families regarding student absences while collaborating with school counselors and administrators when attendance concerns arise.

\*Maintain ongoing positive communication with families to strengthen home-school partnerships and reinforce the importance of consistent attendance.

\*Recognize and celebrate improved attendance, positive behavior, and student engagement through

classroom and House recognition systems.

## Action Step #2

2nd Quarter: Early Intervention and Family Engagement

### Person Monitoring:

Administration and Guidance Counselors

### By When/Frequency:

End of 2nd Quarter

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

Leadership Actions (Administration and Counselors):

\*Monitor weekly attendance data to identify attendance trends, evaluate the effectiveness of attendance interventions, and identify students at risk for chronic absenteeism.

\*Continue the early warning process by reviewing students with three or more absences and revising individualized attendance improvement plans based on current data.

\*Ensure school counselors and administrators contact families following each student absence and conduct attendance conferences with families of students demonstrating ongoing attendance concerns.

\*Strengthen implementation of the Ron Clark Academy House System by expanding House meetings, service projects, celebrations, and friendly competitions that build student engagement, school pride, and a sense of belonging.

\*Continue family engagement opportunities that strengthen home-school partnerships, reinforce the importance of daily attendance, and celebrate student success.

Teacher Actions:

\*Continue building positive relationships through daily greetings, Morning Meetings, and consistent implementation of the Ron Clark Academy House System to strengthen students' sense of belonging.

\*Monitor classroom attendance daily and communicate promptly with families regarding absences while documenting all contacts and collaborating with school counselors and administrators to address attendance concerns.

\*Reinforce the importance of daily attendance through positive classroom culture, House activities, classroom recognition, and schoolwide attendance incentives.

## Action Step #3

3rd Quarter: Data-driven adjustments

### Person Monitoring:

Administration and Guidance Counselors

### By When/Frequency:

End of 3rd Quarter

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

Leadership Actions (Administration and Counselors):

\*Review weekly attendance data to evaluate the effectiveness of attendance interventions, House System implementation, and family engagement efforts, using data to identify students requiring additional support.

\*Analyze attendance trends by grade level, classroom, and House to identify successful practices and adjust attendance incentives and engagement strategies to increase student participation.

\*Continue implementation of the Ron Clark Academy House System by using student voice and participation data to refine House activities, celebrations, and leadership opportunities that strengthen school connectedness and belonging.

\*Collaborate with school counselors, teachers, and support staff to remove barriers to attendance by connecting families with school and community resources.

Teacher Actions:

\*Monitor classroom attendance and student engagement data to identify students needing additional encouragement, intervention, or family outreach.

\*Maintain proactive communication with families regarding attendance concerns, document all required contacts, and collaborate with school counselors and administrators to support individualized attendance plans.

\*Continue implementing classroom and House activities that foster belonging, positive relationships, and student engagement while recognizing improvements in attendance and participation.

#### **Action Step #4**

4th Quarter: Evaluate and Plan for Next Year

#### **Person Monitoring:**

Administration and Guidance Counselors

#### **By When/Frequency:**

End of 4th Quarter

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

Leadership Team Actions (Administration and Counselors):

\*Analyze end-of-year attendance data, including average daily attendance, chronic absenteeism rates, and the effectiveness of attendance interventions to evaluate progress toward school improvement goals.

\*Evaluate the impact of the Ron Clark Academy (RCA) House System on student engagement, school connectedness, attendance, and overall school culture using attendance data, student feedback, and staff input.

\*Continue targeted attendance supports for students demonstrating persistent attendance concerns through individualized attendance plans, mentoring, and family partnerships.

\*Celebrate improvements in attendance by recognizing students, classrooms, and Houses demonstrating outstanding attendance, growth, and positive engagement throughout the school year.

\*Conduct a comprehensive reflection with staff to identify successful attendance practices, family engagement strategies, and House System initiatives to sustain and strengthen for the following school year.

Teacher Actions:

\*Maintain positive classroom routines, relationship-building practices, and House System implementation through the end of the school year to encourage consistent attendance and engagement.

\*Continue recognizing and celebrating student attendance, growth, and positive participation through classroom and House recognition systems.

\*Participate in end-of-year data discussions to evaluate student attendance, identify successful engagement strategies, and recommend improvements for the following school year.

## 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 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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No Answer Entered

#### 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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No Answer Entered

#### 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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No Answer Entered

#### 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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No Answer Entered

#### 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)).

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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)).

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No Answer Entered

#### 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)).

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No Answer Entered

#### 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)).

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No Answer Entered

## 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 (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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No Answer Entered

### 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

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |