

Sunnyside Elementary School 2014- 2016 SIP

Sunnyside Elementary School
Cumberland County School System

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Overview

Plan Name

Sunnyside Elementary School 2014-2016 SIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2104-2016 To create a safe and caring climate that enhances learning	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1100
2	2014-2016 To expect academic growth by all children	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
3	2014-2016 To promote continuous quality improvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: 2104-2016 To create a safe and caring climate that enhances learning

Measurable Objective 1:

collaborate to revamp/ignite our PBIS program and to decrease the amount of daily office referrals as well as out of school suspensions by 06/10/2016 as measured by the use of data from discipline records and use of the Tiger Turn Around room.

Strategy 1:

PBIS - Documentation will be kept on daily office referrals, use of the Tiger Turn Around, suspensions and SST behavioral referrals. Teachers will also be recognized for their successes and their implementation of the program. The PBIS PLC will meet monthly to share data and create new strategies. Time will be allotted for each month's team meeting so that the PBIS PLC can share information regarding data and implementation progress.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be provided for the PBIS PLC to meet on a monthly basis and time will be allotted at every team meeting to update the staff on the progress of the program.	Behavioral Support Program	08/18/2014	06/10/2016	\$0	No Funding Required	PBIS PLC Members, All Faculty and Staff, Cafeteria Staff and Bus Drivers, Administration

Strategy 2:

PBIS Collaboration - The PBIS PLC will meet with Tory Lawrence and members of other PBIS PLCs throughout the county to help develop a strong and sustainable program. Information learned from collaboration will then be shared with faculty/staff members.

Activity - Collaboration/PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS PLC will collaborate with Tory Lawrence and other PBIS PLCs within the county to build a strong and sustainable program.	Behavioral Support Program	08/18/2014	06/10/2016	\$0	No Funding Required	Administration , PBIS PLC

Strategy 3:

Expectations/Incentives - The PBIS PLC will meet and revisit the school-wide expectations as well as the student incentives and update as needed. Input from the students in the form of a survey will be used as data to update the program. All faculty/staff members will implement the updates.

Activity - Expectations/Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School-wide expectations and student incentives will be updated and implemented as needed.	Behavioral Support Program	08/18/2014	06/10/2016	\$1100	Other, Other	PBIS PLC, Administration, All Faculty/Staff
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Strategy 4:

Staff Participation - Our goal is to have 100% of teachers committed to the consistent use of the program. This will be measured through the use of surveys and student data, which the PBIS PLC will analyze, in order to note teacher utilization of the PBIS program.

Activity - Staff Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase staff participation in the program to decrease negative student behaviors.	Behavioral Support Program	08/18/2014	06/10/2016	\$0	No Funding Required	All Staff

Goal 2: 2014-2016 To expect academic growth by all children

Measurable Objective 1:

A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency and growth on grade level standards in Mathematics, in Science and in English Language Arts by 06/10/2015 as measured by EOG assessment scores.

Strategy 1:

Schoolnet - Students in grades 3-5 will complete Schoolnet assessments throughout each nine week period. Teachers will use Schoolnet as a formative assessment tool through the use of district created common assessments and teacher created express tests that are aligned to standards. Quarterly assessments will also be given to measure student growth. Data will be analyzed and reteaching, reorganization of small groups and remediation will take place based upon the data.

Research Cited: Schoolnet is a common assessment that is used throughout the state. Teachers could easily analyze the data to ensure all student needs were being met. Schoolnet also provides 3rd grade readers with sustained reading practice.

Activity - Schoolnet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will complete Schoolnet assessments throughout each nine week period. Teachers will use Schoolnet as a formative assessment tool through the use of district created common assessments and teacher created express tests that are aligned to standards. Quarterly assessments will also be given to measure student growth. Data will be analyzed and reteaching, reorganization of small groups and remediation will take place based upon the data.	Academic Support Program	10/14/2014	05/22/2015	\$0	No Funding Required	3-5 teachers, Instructional Coaches, Administration

(shared) Strategy 2:

Differentiated Instruction - Teachers, instructional coaches and administration will analyze data from formal assessments such as, but not limited to: Reading 3D, Read to Achieve passages, quarterly assessments as well as any other informal classroom assessments that will provide flexible groupings for students to ensure that their proper academic needs are being met. Students will be placed in small groups for guided reading, math and science and/or pulled/pushed in by a remediation teacher to increase achievement in specific areas.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, instructional coaches and administration will analyze data from formal assessments such as, but not limited to: Reading 3D, Read to Achieve passages, BOG, and quarterly assessments, as well as any other informal classroom assessments that will provide data for flexible groupings to ensure all academic needs are being met. Students will be placed in small groups for guided reading, math and science or pulled by a remediation teacher to increase achievement in specific areas.	Academic Support Program	09/05/2014	05/29/2015	\$0	No Funding Required	Teachers, Instructional Coaches, Administration

Measurable Objective 2:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency in Reading by 06/10/2015 as measured by Reading 3D, common assessments and Schoolnet, as well as other formal/informal assessments. .

(shared) Strategy 1:

Differentiated Instruction - Teachers, instructional coaches and administration will analyze data from formal assessments such as, but not limited to: Reading 3D, Read to Achieve passages, quarterly assessments as well as any other informal classroom assessments that will provide flexible groupings for students to ensure that their proper academic needs are being met. Students will be placed in small groups for guided reading, math and science and/or pulled/pushed in by a remediation teacher to increase achievement in specific areas.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, instructional coaches and administration will analyze data from formal assessments such as, but not limited to: Reading 3D, Read to Achieve passages, BOG, and quarterly assessments, as well as any other informal classroom assessments that will provide data for flexible groupings to ensure all academic needs are being met. Students will be placed in small groups for guided reading, math and science or pulled by a remediation teacher to increase achievement in specific areas.	Academic Support Program	09/05/2014	05/29/2015	\$0	No Funding Required	Teachers, Instructional Coaches, Administration

Strategy 2:

Data Analysis - Teachers, Instructional Coaches and Administration will meet to analyze data and create a plan for using the knowledge obtained to meet student needs and increase academic proficiency.

Research Cited: Through the use of small, flexible, skill based groupings teachers are better able to target the specific needs of all students thus increasing their academic success.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, IC's and Administration will have scheduled meetings to review/analyze and make any needed changes.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	Teachers, Instructional Coaches and Administration

Goal 3: 2014-2016 To promote continuous quality improvement

Measurable Objective 1:

collaborate to create lesson plans that are rigorous and engaging for all students by 01/16/2015 as measured by plans being submitted Wednesday for the following week and feedback from Administration/Instructional Coaches as well as increased student achievement and a decrease in discipline issues..

Strategy 1:

Rigorous/Engaging Plans - Teachers will turn in their lesson plans on Wednesday for the following week's instruction. Feedback will be given as needed in order to provide support. Professional development based on what a rigorous plan looks like as well as how to add more active engagement pieces that will meet the learning styles of all children will be provided.

Research Cited: Creating and understanding the importance of high quality lesson plans helps teachers see the relationship between activities and standards as well as increasing student success while decreasing behavioral issues.

Activity - Rigorous/Engaging Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive feedback on lesson plans as well as professional development to increase rigor and active engagement for all students.	Academic Support Program	07/03/2014	06/10/2015	\$0	No Funding Required	All Teachers, Instructional Coaches and Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expectations/Incentives	School-wide expectations and student incentives will be updated and implemented as needed.	Behavioral Support Program	08/18/2014	06/10/2016	\$600	PBIS PLC, Administration, All Faculty/Staff
Expectations/Incentives	School-wide expectations and student incentives will be updated and implemented as needed.	Behavioral Support Program	08/18/2014	06/10/2016	\$500	PBIS PLC, Administration, All Faculty/Staff
Total					\$1100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoolnet	Students in grades 3-5 will complete Schoolnet assessments throughout each nine week period. Teachers will use Schoolnet as a formative assessment tool through the use of district created common assessments and teacher created express tests that are aligned to standards. Quarterly assessments will also be given to measure student growth. Data will be analyzed and reteaching, reorganization of small groups and remediation will take place based upon the data.	Academic Support Program	10/14/2014	05/22/2015	\$0	3-5 teachers, Instructional Coaches, Administration
Collaboration/PD	The PBIS PLC will collaborate with Tory Lawrence and other PBIS PLCs within the county to build a strong and sustainable program.	Behavioral Support Program	08/18/2014	06/10/2016	\$0	Administration, PBIS PLC
Rigorous/Engaging Plans	Teachers will receive feedback on lesson plans as well as professional development to increase rigor and active engagement for all students.	Academic Support Program	07/03/2014	06/10/2015	\$0	All Teachers, Instructional Coaches and Administration

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Differentiated Instruction	Teachers, instructional coaches and administration will analyze data from formal assessments such as, but not limited to: Reading 3D, Read to Achieve passages, BOG, and quarterly assessments, as well as any other informal classroom assessments that will provide data for flexible groupings to ensure all academic needs are being met. Students will be placed in small groups for guided reading, math and science or pulled by a remediation teacher to increase achievement in specific areas.	Academic Support Program	09/05/2014	05/29/2015	\$0	Teachers, Instructional Coaches, Administration
PBIS	Time will be provided for the PBIS PLC to meet on a monthly basis and time will be allotted at every team meeting to update the staff on the progress of the program.	Behavioral Support Program	08/18/2014	06/10/2016	\$0	PBIS PLC Members, All Faculty and Staff, Cafeteria Staff and Bus Drivers, Administration
Staff Participation	Increase staff participation in the program to decrease negative student behaviors.	Behavioral Support Program	08/18/2014	06/10/2016	\$0	All Staff
Data Analysis	Teachers, IC's and Administration will have scheduled meetings to review/analyze and make any needed changes.	Academic Support Program	09/01/2014	05/29/2015	\$0	Teachers, Instructional Coaches and Administration
Total					\$0	

**LEA or Charter
Name/Number:**

Cumberland County Schools - 260

School Name:

Sunnyside Elementary

School Number:

440

Plan Year(s):

2014-2016

Voting: All staff must have the opportunity to vote anonymously on the School Improvement Plan.

For

36

Against

0

Percentage For

100%

Date approved by Vote:

8/18/2014

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Year elected
Principal	Sheri Bain	14-Jul
Assistant Principal Representative	Latonica McDonald	14-Jun
Teacher Representative		
Inst. Support Representative	Cheryl Ruffin	14-Jun
Teacher Assistant Representative	Aundrea Johnson	13-Jun
Parent Representative	Jean Correy	13-Jun
Additional Representative	Claire West	14-Jun
Additional Representative	Erin Domotor	14-Jun
Additional Representative	Rachel Owen	14-Jun
Additional Representative	Sherrie McDonald	13-Jun
Additional Representative	Sara Reilly	14-Jun
Additional Representative	Kathryn Roe	14-Jun
Additional Representative	Betty Johnson	14-Jun

**School-Based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2014-2016**

Instructions: Listed below is the waiver that only **Elementary Schools** have the option to request. Complete all cells that have a red border.

LEA or Charter School Name/Number:

Cumberland County Schools -
260

School Name:

Sunnyside Elementary

Waivers

General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

Allowable Waivers and Conditions

General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

DPI allowable waiver (Elementary Schools only)

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

Allocation of Teachers: Class size - Flexibility

Yes

2. Identify the law, regulation, or policy from which exemption is requested.

G.S. 115C-301, (C) Class Size

3. State how the waiver will be used.

To increase class size.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

All students will have a qualified teacher.

Remediation Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: Sunnyside

Year: 2014-2015

Description of the Plan

Purpose:	The purpose of this plan is to provide support to students who are at risk in the areas of reading, math and science.
Delivery:	Students will attend 8 three-day afterschool sessions. Students will receive targeted small group instruction. Students will also receive in school remediation from 2 tutors.
Students Served:	Students in grades 2-5 will receive remediation based on data from MClass, Schoolnet, and other formal assessments.



Budget Amount

AMOUNT

Total Allocation:

\$29,438.90



Budget Breakdown

AMOUNT

Personnel:

1 AP at \$30.00 per hour for a total of 56 hours	\$1,680.00
1 Classified tutor at \$12.00 per hour for 2 hours per day for 153 days.	\$3,681.00
1 Certified tutor at \$35.00 per hour for a total of 378 hours.	\$13,200.00

20 teachers at \$30.00 per hour for a total of 304 hours	\$9,120.00
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Materials & Supplies:		



	AMOUNT
1 driver at \$10.12 per hour for a total of 32 hours.	\$323.84
Mileage--1 bus at \$1.74 per mile x 775 miles.	\$1,348.50



Grand Total:	\$29,353.34
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Monitoring & Evaluating Tools: *Indicate Yes or No by selecting Y or N from drop-down*

Y	PEP
	Student Activity Log
Y	Other (If yes, specify in the box below):

Schoolnet data, Mclass, EOG's, and weekly assessments.

Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: Sunnyside
Year: 2014-2015

Description of the Plan

Purpose: The purpose of this plan is to provide a detailed description of staff development expenditures.

Budget Amount

AMOUNT

Total Allocation: \$724.00

Budget Breakdown

Briefly describe the title of and purpose for the staff development:

Staff Development
1

Data Days--teachers in grades 2-5 will receive 1/2 day subs to review Mclass and Schoolnet data. This data will be used to guide whole group and small group instruction as well as remediation.

	<u>Description</u>	<u>AMOUNT</u>
Personnel:	6 1/2 substitutes at \$90.00 over a 2 day time period .	\$590.00
Training materials:		
Registration/Fees:		
<u>Travel:</u>		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	Total for staff development 1: This cell will automatically total for you	\$590.00

District Wide Components		
Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	N

Duty free planning time	<p>Please describe approximately how much planning time your teachers have during a week: Teacher will have 20-30 minutes at the end of each school day as well as five 40-minute blocks throughout the week.</p>	
PBIS school	<p>Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.</p>	Y
PBIS rating from previous year	<p>Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:</p>	Model
Parental Involvement	<p>The following are opportunities for parent involvement at Sunnyside Elementary School: Open House/Title 1, Quarterly PTA meetings, Grandparents Luncheons, Quarterly Awards programs, Curriculum Nights, Back to School Celebration, Math Fair Night, Reading Fair Night, Science Fair Night, AR Nights, Read to Achieve Nights, Parent/Teacher Conferences, Taco Bell Nights, McDonald's McTeacher Night, Reading Rocks Walk-a-Thon, Book Fairs, Muffins for Mom, Donuts for Dad, Field Day, Volunteering in classrooms, Field Day, Chik-Fila.</p>	

Safe and Orderly schools	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>
Review of the SIP plan and notification of changes	<p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>