

Orange County Public Schools

# Sunshine Elementary



## 2021-22 Schoolwide Improvement Plan

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# Sunshine Elementary

13225 INTERNATIONAL DRIVE, Orlando, FL 32821

<https://sunrisees.ocps.net/>

## Demographics

**Principal: Alma Lazarini**

Start Date for this Principal: 1/29/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Sunshine Elementary

13225 INTERNATIONAL DRIVE, Orlando, FL 32821

<https://sunrisees.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

### School Grades History

Year	2020-21
Grade	

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways to lead our students to success

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Suprenard, Laura	Principal	The principle ensures the mission and vision of OCPS are enacted daily, serves as the instructional leader and primary source of professional development and monitors distribution of leadership goals.
Alexis, Marschar	Instructional Coach	The Instructional Coach provides guidance on the K-5 reading and math plan components, supports teachers with science and social studies instruction, coaches teachers daily, and facilitates data collection for grades K-5. In addition, the Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized in both whole group and small group instruction.
Lazarini, Alma	Assistant Principal	Assists the principal in ensuring the mission and vision of OCPS are enacted daily. The assistant principal also monitors instructional data and provides timely yet effective feedback for improving classroom instruction.
Rush, Tracy	Staffing Specialist	The staffing specialist schedules meetings for the IEP team members to convene and discuss students. She also ensures that the school remain in compliance with initial staffings, annual reviews and reevaluations of students receiving ESE services. She works with teachers and families to best meet students' needs.
Smith, Christine	School Counselor	The guidance counselor facilitates individual and group counseling, classroom guidance, Child Safety Matters, Act 4 Change, and Change Starts with Me. She also coordinates DESSA screenings. The guidance counselor serves as the Title IX coordinator, the Safe coordinator and the McKinney-Vento program coordinator.
Belton, Michele	Curriculum Resource Teacher	The curriculum resource teacher provides and leads professional development for the core curriculum areas. She identifies systematic patterns of student and teacher needs and coaches teachers on instructional best practices. The curriculum resource teacher participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results..
Moa, Alexandra	ELL Compliance Specialist	The ELL compliance specialist facilitates and monitors services for ELL students and organizes the Multilingual Parent Leadership Council (MPLC) meetings.
French, Kelly	Curriculum Resource Teacher	The MTSS curriculum resource teacher leads and assists teachers in implementing instructional/ behavioral strategies, monitors the effectiveness of the strategies, holds monthly MTSS team meetings to review student data and adjusts instruction as needed and facilitates instruction for Tier II and Tier III interventions.



Name	Position Title	Job Duties and Responsibilities
Martinez, Tashika	Curriculum Resource Teacher	The curriculum resource teacher provides math and science interventions to small groups of students based on current data. She also provides resources and professional development to teachers.

## Demographic Information

### Principal start date

Wednesday 1/29/2020, Alma Lazarini

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Total number of teacher positions allocated to the school**

51

**Total number of students enrolled at the school**

805

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

14

### Demographic Data

## Early Warning Systems

### 2021-22

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	118	115	145	98	123	0	0	0	0	0	0	0	610
Attendance below 90 percent	5	32	31	41	17	22	0	0	0	0	0	0	0	148
One or more suspensions	0	1	3	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	5	8	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	3	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	11	0	0	0	0	0	0	0	11

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	3	11	0	0	0	0	0	0	0	15

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Friday 6/18/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	89	93	101	101	98	0	0	0	0	0	0	0	512
Attendance below 90 percent	4	19	15	17	11	4	0	0	0	0	0	0	0	70
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	4	10	7	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	4	8	4	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	24	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	18	0	0	0	0	0	0	0	25

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	6	11	17	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	89	93	101	101	98	0	0	0	0	0	0	0	512
Attendance below 90 percent	4	19	15	17	11	4	0	0	0	0	0	0	0	70
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	4	10	7	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	4	8	4	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	24	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	18	0	0	0	0	0	0	0	25

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	6	11	17	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	57%		56%	56%
ELA Learning Gains					58%	58%		55%	55%
ELA Lowest 25th Percentile					52%	53%		48%	48%
Math Achievement					63%	63%		63%	62%
Math Learning Gains					61%	62%		57%	59%
Math Lowest 25th Percentile					48%	51%		46%	47%
Science Achievement					56%	53%		55%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

I-Ready Reading, I-Ready Math, Performance Matters District Assessments Science

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	26	34
	Economically Disadvantaged	21	25	35
	Students With Disabilities	0	0	0
	English Language Learners	15	15	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	22	28
	Economically Disadvantaged	12	23	28
	Students With Disabilities	17	0	0
	English Language Learners	15	15	14
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	29	40
	Economically Disadvantaged	15	29	41
	Students With Disabilities	0	14	0
	English Language Learners	6	19	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	19	30
	Economically Disadvantaged	4	18	29
	Students With Disabilities	20	0	33
	English Language Learners	2	15	23

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	23	34
	Economically Disadvantaged	11	22	32
	Students With Disabilities	0	14	29
	English Language Learners	2	16	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	12	30
	Economically Disadvantaged	6	11	31
	Students With Disabilities	0	14	14
	English Language Learners	2	8	24
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	18	24
	Economically Disadvantaged	17	21	26
	Students With Disabilities	0	0	0
	English Language Learners	4	6	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	11	25
	Economically Disadvantaged	7	12	26
	Students With Disabilities	0	0	0
	English Language Learners	2	5	17

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	17	17
	Economically Disadvantaged	12	17	17
	Students With Disabilities	0	0	11
	English Language Learners	4	4	12
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	17	26
	Economically Disadvantaged	8	16	25
	Students With Disabilities	0	10	0
	English Language Learners	2	10	16
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	48	44
	Economically Disadvantaged	49	48	42
	Students With Disabilities	40	22	33
	English Language Learners	30	31	34

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16			11							
ELL	40	43	41	37	51	46	36				
BLK	40			15							
HSP	41	49	44	38	39	46	39				
WHT	75	50		64	55		71				
FRL	50	45	32	44	41	32	49				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	



Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

More than 50% of students in grades four and five scored below grade level on the 2021 ELA FSA. On the iReady ELA assessment:  
 All grade levels made an increase in the percentage of on level students  
 Fourth and fifth grade made the least amount of improvement in the area of percentage of on level students  
 The English Language Learner (ELL), Students With Disabilities (SWD), and Economically Disadvantaged (ED) subgroups consistently performed lower than all students in both English language arts and mathematics.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Sunshine Elementary opened in August 2020 so there were no 2019 state assessment results analyze. Based on progress monitoring the data components needing the most improvement are English Language Learners, Students With Disabilities, and the Economically Disadvantaged in both ELA and Mathematics. There was no increase in percentage of 5th grade students being proficient in ELA from mid-year to end-of-year assessment.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors included a lack of face-to-face instruction/in person learning for many of the students due to the Covid-19 pandemic and parents' choice of learning modality, interrupted schooling due to quarantines; and a lack of instructional focus on subgroups. Actions to be taken are to have renewed focus on the subgroups that have the greatest need for improvement, increase teacher training, and implementation of differentiated instruction using real time data.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Sunshine Elementary opened in August 2020 so there were no 2019 state assessment results to compare.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Teachers were provided consistent actionable feedback. Student data was utilized to make strategic instructional decisions to meet the needs of students.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, we will focus on differentiated and appropriate scaffolding of instruction in both small and whole group. Small groups will remain fluid based on real-time data. The school will utilize the four interventionist positions that have been allocated to assist with the whole group and small group Tier I instruction. This year we will also have during school and afterschool acceleration instruction to pre-teach upcoming standards.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Differentiated Instruction within Tier I instruction  
 Student Engagement Strategies  
 Acceleration model  
 Support Facilitation training  
 ESOL strategies

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

New services implemented this year to ensure sustainability include a dedicated math intervention time in the daily schedule, and an after school acceleration program. Support Facilitation is being utilized with ESE students.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus</b>	Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally
<b>Description and Rationale:</b>	Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Implement a school-wide SEL curriculum, integrate aligned instructional and SEL strategies, deliberate school support SEL Families.
<b>Measurable Outcome:</b>	Early Warning Systems indicator data Alex Incident/SESIR data DESSA data Panorama survey data: Student Survey - School Climate, Sense of Belonging Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL Family Members - Barriers to Engagement, School Climate Culture & Climate Continuum data
<b>Monitoring:</b>	Culture & Climate Continuum data Classroom Walkthrough trend data Evaluative instructional and leadership practice observational data Qualitative data from students, staff, and families
<b>Person responsible for monitoring outcome:</b>	Alma Lazarini (alma.lazarini@ocps.net)
<b>Evidence-based Strategy:</b>	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
<b>Rationale for Evidence-based Strategy:</b>	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

Implement a school-wide SEL curriculum:

- 1-Ensure a school team receives training on implementation of a school-wide SEL curriculum
- 2-Create a training plan that leverages the trained school team members to train all necessary

stakeholders in implementation of the curriculum

3-Implement a school-wide SEL curriculum

**Person Responsible** Christine Smith (christina.smith@ocps.net)

Deliberate School SEL Supports for Families:

1-Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

2-Building Community

Establish a family resource center where families can access resources and information to support student and school success

Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

**Person Responsible** Laura Suprenard (laura.suprenard@ocps.net)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Sunshine Elementary has been identified as a Reading Achievement Initiative for Scholastic Excellence (RAISE). On the most recent Florida Standards Assessment (FSA), data indicated that 62% of 4th grade students and 60% of 5th grade students scored below a level 3 in English Language Arts (ELA). Students at Sunshine Elementary will receive grade-level, standards-based instruction to improve student achievement. Students will be exposed to the intent and rigor of the grade-level standards, which will build on their current level of learning.
<b>Measurable Outcome:</b>	As a result of standards based instruction taught in ELA, The 2022 4th grade ELA FSA will show an increase of at least 13 percentage points from 38% to 51% . The 2022 5th grade ELA FSA will show an increase of at least 11 percentage points from 40 to 51% .
<b>Monitoring:</b>	i-Ready Diagnostics i-Ready Growth Monitoring SIPPS Mastery Assessments Classroom Walkthroughs District Standards Based Unit Assessments District K-2 Foundational Unit Assessments
<b>Person responsible for monitoring outcome:</b>	Michele Belton (michele.belton@ocps.net)
<b>Evidence-based Strategy:</b>	Develop an awareness of segments of sounds in speech and how they link to letters. This instructional practice has a strong level of evidence. Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence.
<b>Rationale for Evidence-based Strategy:</b>	The selected instructional practices have a strong or moderate- see above level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

**Action Steps to Implement**

Strengthen the common planning process  
 Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions  
 Include foundational planning in K-2

**Person Responsible** Marschar Alexis (marschar.alexis@ocps.net)

Ensure the 90 minute reading block contains statutory requirements  
 Six components of reading (as noted in Florida's Formula for success)  
 Daily inclusion of on-level whole group instruction, and differentiated small group instruction

**Person Responsible** Laura Suprenard (laura.suprenard@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

**Person Responsible** Alma Lazarini (alma.lazarini@ocps.net)

Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

**Person Responsible** Marschar Alexis (marschar.alexis@ocps.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our school has only been open one year and there is no discipline data in the SafeSchoolsforAlex.org.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the

community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Leadership will provide overarching goals for the school year as well as model positive relationships and attitudes, monitor the culture and environment.

Faculty and Staff will implement positive behavior support structures with students and celebrate success.

Families will participate in celebrations of positive student behavior.

Community Partners will support in the school-wide initiative.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00