Sunrise Park Elementary School

leadership
analysis
students
Florida
college and career
mission
family and community involvement
school improvement
ambitious
striving
teaching
achievement
relationships
success
learning
areas of focus
instruction
vision
growth
needs assessment
strategic planning
collaboration
supportive environment
resources

2022-23 Schoolwide Improvement Plan

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Sunrise Park Elementary School

19400 CORAL RIDGE DR, Boca Raton, FL 33498

https://spes.palmbeachschools.org

Demographics

Principal: Kristin Menschel   Start Date for this Principal: 8/7/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 ESSA Subgroups Represented (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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (75%) 2018-19: A (77%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach 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.

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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Sunrise Park Elementary School

19400 CORAL RIDGE DR, Boca Raton, FL 33498

https://spes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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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.

The Sunrise Park Elementary School community is dedicated to providing a high-quality education with excellence that empowers all of our students to reach their academic potential, Our staff is committed to promoting the knowledge and skills necessary for students to be global citizens who are college and career ready.

Provide the school's vision statement.

At Sunrise Park Elementary, every student will receive differentiated instruction across all curriculum areas. As a school, small group work will continue to be our focus. Reading and writing will occur throughout the school day and not just during specified curriculum times. Sunrise Park staff are truly committed to their own professional growth in order to ensure that we meet the needs of our diverse student population. Sunrise Park will continue to offer an inclusive learning environment where all students' needs and abilities are accepted and furthermore celebrated. Enrichment activities will be offered across a variety of areas and settings, based upon student needs and personal interests, in order to further develop a strong love of learning within our student population.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Steiger, Alicia	Principal	Alicia Steiger, the Principal of Sunrise Park Elementary provides a common vision for the use of data based decision-making to ensure: a sound, effective academic program is in place. Alicia ensures all students have equitable access to equal opportunities to learning in a safe environment
Menschel, Kristin	Assistant Principal	The Assistant Principal, Kristin Menschel: supports the principal at Sunrise Park Elementary in providing a common vision for the use of data based decision-making to ensure: a sound, effective academic program is in place. Kristin ensures all students have equitable access to equal opportunities to learning in a safe environment. As the AP, Kristin works with the school officer to ensure Sunrise Park is a place that is safe. She facilities the conversation for the CRISIS Response Team and holds monthly safety meetings with key members of our school. Kristin Menschel leads our ESP program. Which welcomes and supports new teachers.
Lillie , Anna	Teacher, ESE	Anna Lillie Young an ESE Coordinator, she assists the guidance counselor in supporting students who display need in the areas of social and emotional behavior. They provide interventions and support teachers and families to ensure the child's academic, emotional, behavioral, and social successes. She runs IEP meetings and ensures our ESE students needs or being met. Anna is also the SBT Team Leader. She develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Marcus , Robyn	Other	Robyn Marcus is an our lead SLP (speech language pathologist) . She works with the SLLD unit. She trains and support the professional development of all SLPs on campus.
Riley, Jamie	Teacher, K-12	General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental

Name	Position Title	Job Duties and Responsibilities
		instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.
Marschke, Dina	Teacher, K-12	Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.
Kramer, Melanie	Teacher, K-12	Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.
Spector, Rayna	Teacher, K-12	Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.
Sorel , Elissa	Teacher, K-12	Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.
Brent-Harris, Angela	Instructional Media	Angela Brent-Harris, the SEL/Media Specialist, she develops, leads, and evaluates school core content and helps to add SEL strategies and lessons for teachers and students. She also fosters a love of reading in the media center. She will be an amazing additional to supporting behavior interventions in our students. i
Morreale, Amanda	Teacher, K-12	Select General Education Teachers (Primary and Intermediate): Provide information about core

Name	Position Title	Job Duties and Responsibilities
		instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.
Church, Teresa	Teacher, K-12	Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.

Demographic Information

Principal start date
Saturday 8/7/2010, Kristin Menschel

Number of teachers with a 2022 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.*
8

Number of teachers with a 2022 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.*
17

Total number of teacher positions allocated to the school
79

Total number of students enrolled at the school
1,066

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	137	187	161	188	165	172	0	0	0	0	0	0	0	1010
Attendance below 90 percent	38	37	35	19	19	33	0	0	0	0	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	12	30	16	15	20	17	0	0	0	0	0	0	0	110
Course failure in Math	11	17	3	8	9	9	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	16	8	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	14	15	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	7	5	2	2	14	15	0	0	0	0	0	0	0	45

Using the table above, complete the table below with the number of students by current grade level who have 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	10	20	6	9	19	19	0	0	0	0	0	0	0	83

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	3	6	4	5	0	0	0	0	0	0	0	21
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

Wednesday 9/7/2022

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	170	151	163	156	163	186	0	0	0	0	0	0	0	989
Attendance below 90 percent	0	14	10	2	5	8	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	23	32	21	31	26	0	0	0	0	0	0	0	133
Course failure in Math	0	2	8	11	23	20	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	4	7	14	18	11	0	0	0	0	0	0	0	54
FY21 ELA Winter Diag Level 1 & 2	0	0	0	37	39	43	0	0	0	0	0	0	0	119
FY21 Math Winter Diag Level 1 & 2	0	0	0	25	37	51	0	0	0	0	0	0	0	113

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	14	10	2	5	9	0	0	0	0	0	0	0	40

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	2	4	1	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	170	151	163	156	163	186	0	0	0	0	0	0	0	989
Attendance below 90 percent	0	14	10	2	5	8	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	23	32	21	31	26	0	0	0	0	0	0	0	133
Course failure in Math	0	2	8	11	23	20	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	4	7	14	18	11	0	0	0	0	0	0	0	54
FY21 ELA Winter Diag Level 1 & 2	0	0	0	37	39	43	0	0	0	0	0	0	0	119
FY21 Math Winter Diag Level 1 & 2	0	0	0	25	37	51	0	0	0	0	0	0	0	113

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	14	10	2	5	9	0	0	0	0	0	0	0	40

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	2	4	1	0	0	0	0	0	0	0	0	0	0	7
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%	59%	56%				79%	58%	57%
ELA Learning Gains	76%						77%	63%	58%
ELA Lowest 25th Percentile	71%						76%	56%	53%
Math Achievement	82%	53%	50%				86%	68%	63%
Math Learning Gains	74%						82%	68%	62%
Math Lowest 25th Percentile	68%						76%	59%	51%
Science Achievement	70%	59%	59%				62%	51%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	54%	21%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	85%	62%	23%	58%	27%
Cohort Comparison		-75%				
05	2022					
	2019	73%	59%	14%	56%	17%
Cohort Comparison		-85%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	65%	14%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	88%	67%	21%	64%	24%
Cohort Comparison		-79%				
05	2022					
	2019	85%	65%	20%	60%	25%
Cohort Comparison		-88%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	60%	51%	9%	53%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	66	66	55	62	67	69	39				
ELL	64	66	58	67	71	71	48				
ASN	92			92							
BLK	71	72		68	81						
HSP	73	76	70	72	68	59	63				
MUL	100			100							
WHT	88	76	74	87	75	76	73				
FRL	74	74	64	69	68	68	53				
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	71	63	64	70	55	40	38				
ELL	59	55	50	66	79		50				
ASN	85			92							
BLK	73	60		63	50		50				
HSP	74	68	75	72	62	46	60				
MUL	91			82							
WHT	87	82	81	86	75	56	69				
FRL	68	72	63	70	69	44	55				
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
SWD	49	67	74	60	76	72	23				
ELL	63	77	77	76	81	84	55				
ASN	89	85		95	77						
BLK	65	78	82	69	89		15				
HSP	75	79	85	83	87	83	63				
WHT	81	76	62	88	81	70	65				
FRL	65	70	68	75	77	64	40				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	100
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When comparing data from FY19 FSA to FY22 FSA

School Wide Data: FY19 To FY22
ELA Achievement-79 % to 83% a positive difference of 4%
ELA Learning Gains Achievement-FY19- 77% to 76%, a negative difference of 1%
ELA Low 25 Gains-FY19-76 % to a 71%, a negative difference of 5%
Math Achievement- FY19- 86%, to 82% a negative difference of 3%
Math Learning Gains - FY19- 82% to 74% a negative difference of 8%
Math Low 25-FY19- 76% to 68%, a negative difference of 8%
Science Achievement- FY19- 62% to 70%, a positive difference of 8%

Grade Level Data FY22 FSA
ELA Prof FY19 to 22 Math Prof FY19 to FY22

3- 75% to 83% (+5 from FY19) 3-79% to 86% (+7 from FY19)
4- 85% to 80% (-5% from FY19) 4- 88% to 78% (-10 from FY19)
5- 73% to 84% (+11 from FY19) 5- 75% to 85% (+10 from FY19)
6- 100% stayed 100% (Even from FY19)

The past year and a half at SPES as tested our school. However, we continued to pride ourselves in focusing on student needs to remediate & enrich as needed. We attribute our progressive increases to our strategic PLCs, where we review and analyze data to ensure effective planning.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reflecting on our subgroup areas of our FY22 FSA data, we show the following.

Hispanic subgroup saw a loss in the area of ELA L25 of 5% from FSA FY2021 to FY2022 (75% to 70%)
In our black subgroup we saw a very minor loss in the area of ELA achievement from FY21 to FY22 a loss of 1.9%
The white subgroup showed decreases in the areas of ELA. The ELA gains dropped from 82.3% to 75.7% a difference of 6.6%. They also dropped from 81.3% to a 74.3% a difference of 7% in the category of ELA low 25%.

Grade level weaknesses:
Grade 4 ELa overall dropped FY 19-FY 22 85% to 80% overall. We did see a 2% increase from FY 21 to FY 22.
Grade 4 Math saw a decrease in overall proficiency in Math (88% FY 19 to 78% in FY 22). We remained stable from FY 21 to FY 22 with 78% proficient.

Reflecting on this data, we need to increase focus on our math instruction. Especially in our low 25% of students. From this data, we found that Science was still the lowest performance area which aligns with our focus from last year and our goals this year to continue to increase our Science proficiency.

When looking at the progress monitoring from section 2C, we see all our students within all grades and content are demonstrating a positive trajectory between Winter and Spring testing periods.

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

Math
1. Missed skills
Our teams talked about the holes of instruction from the COVID year of 20-21. They felt they were teaching the grade level prior skills. There is limited time for grade level standards.
Science
1. Time
After meeting with our Science teachers in 5th grade we found the contributing and commonly cited issue among the team was time to teach the content. The Science teachers feel strongly that we need to be able to provide them at least 45-60 mins to fully teach the Science content for not only 5th grade but the previous grade as well.
2. Lack of Science Fairgame standards taught in previous grades.
As a school, we need to be ensure we are tracking what is taught in Benchmark with Science and using their materials in small group reading as they have a Science content, and in FBS we incorporate some Science standards to really ensure our students background knowledge is built from the beginning. We plan to continue to support all grades with Science. Fifth grade Science teachers share resources, lesson ideas, provide mentoring & coaching to help their peers.
3. Incorporating Science on the fine arts wheel. We will converted our technology position to a STEAM/

Science Coach position. Mr. Person will attend all K-5 PLCs and work with teachers to infuse more science (specifically the air game standards into their instruction). Mr. Person will be teaching fair game standards K-5 in 30 science block on the wheel.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data Strengths:
Increased ELA proficiency overall by 4% points (79% to 83%)
Increased 8% in overall Science proficiency from FY 19-FY 22 (62% to 70%), 5% points from FY 21 to FY 22 where most SDPBC experienced a decline in this area.
Tied for #11 in the elementary schools overall accountability cell points based on FSA data.
Grade 3 overall ELA saw an increase of 8% points from FY 19 to FY 22. We were ranked #9 in the district overall in comparison with other SDPBC elementary schools,
Grade 3 Math overall proficiency saw an increase of 7% from FY 19 to FY 22 (79% to 86%)
Grade 5 ELA overall saw significant increases from FY 19 to FY 22: 73% to 84%, an increase of 11% points.
Grade 5 Math proficiency overall increased from FY 19 at 75% to 85% FY 22.
All AMP students were proficient in grade 6 math.
Science overall proficiency went from 62% proficient in FY 19, FY 21 65%, to 70% FY 22.
Double down in grade 4 ELL homeroom saw significant success: ELA proficiency 76%, LG 72%, LG L25 60% & Math proficiency: Math proficiency 88.9%, LG 73.9, L25 77 %
Hispanic subgroup increased 3% in the area of Science FY 21 to FY 22, Up 13.3% in the area of Math L25, Increased 6% in overall Math gains, ELA saw an increase from 68.4 to 76.3% in the overall ELA gains with our Hispanic population.

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

New actions taken:
1. Scheduling
Admin strategically scheduled ESE support daily in reading, math, and FBS for our SLD students. Instead of pulling out, ESE pushed into the general ed room providing standard based instruction while keeping in mind the IEP goals. ESE teachers were involved in PLCs and planning to ensure they are aligned to not only the standards but to the general ed teacher.
2. Time for Communication
ESE Team leader created a live document between all support teachers and general ed teachers. This document had up to date goals and resources they were using to help support the students they shared. They kept running notes to ensure that instruction was appropriate and matched the most updated area of need for our SWD. ESE teachers scheduled allowed them to attend all their ESE students parent conferences with the general ed teacher so communication was clear between the school and home. Communication was also clear between the two teachers.
-Holding ELL teachers accountable for push in support in the double down model to ensure students were getting the double down model.

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

-Our school plans to continue our focus on increasing teachers' knowledge on teaching guided reading effectively and with purpose. Building capacity among teachers to create small coaching cycles through instructional walks and the use of our Teacher Leaders as coaches
-Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities, and data chats with teachers and students.
-Resources and strategies will be aligned to grade-level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.

-Our in-school, during the school day tutorial program ensured student participation and success.
- Common PLCs ESOL and ESE teachers to incorporate more standard-based instruction aligned to what students are seeing while still working to develop academically and oral language experiences (ELLs) by providing targeted differentiated instruction. We will ensure teachers focus on developing and utilizing "Go to Strategies" during PLCs. Our goal is to support both subgroups during the continuous improvement journey.
-Science proficiency rates should not be this low with 84% of our grade 5 students being proficient in reading. Team needs to develop a triage plan to address this significant weakness. We will get creative with the schedule and use Fine Arts times to supplement instruction. STEAM coach will continue to highlight and review pertinent materials/fair game benchmarks with all teachers in grade 5. He will also track performance through PM Unify in order to supplement weak standards using supplementary materials.

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.

Building teacher capacity through the understanding of the standards and utilizing the new curriculum K-2
- Data Analysis and unpacking of standards
- Teacher rounds to observe best practices
- ESOL focus "Go to Strategies"
-PLCs focused on lesson planning, best practices, and data

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

Each of the following areas with help us with our long term outcomes to ensure alignment to the District's Strategic Plan. We ensure academic excellent and growth by promoting student learning using differentiated approaches across our K-5 classrooms.

Based on data:
1. Increasing Science proficiency STEAM
2. Increasing low 25% learning gains for Reading and Math. Fluid groups will be created to ensure support staff will work with any students who are not in SBT (tier 2 / tier 3) that are in the Low 25th percentile.

Based off on knowing what our school needs:
3. Increase mastery of foundational skills in core subjects
Mid-year data chats and end-of-the-year data chats along with PLC conversations are showing us that students are moving through the grade levels with more gaps than they should. As a team, we know how important differentiated instruction is and we feel we have done a lot of PD around this. Our strategy for that will be more instructional rounds among grade levels. As an admin team, we will ensure PLCs are more data-driven and we are monitoring those through collecting data. In having this goal, will take some focus off of our upper grades and bring it down to our lower grades.
4. Ensuring our master schedule continues to allow for a double-down model for ESE and ELL supports
5. ESE / ELLs pushing in 5 times a week pulling back students are providing standard-based instruction while still ensuring IEP goals are being taught and monitored.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	5th Grade Science Proficiency. Science 5th- 70% Based off FSA data Science continues to be an area of improvement for us. We did increase our proficiency FY19 62% to FY21 65%, FY22 70% but looking at our ELA 5th grade data at 84% proficiency we have to reflect on the instruction around science. During FY22 year, we plan to continue to support all grades with Science instruction. We have the fifth grade Science teachers share resources, lesson ideas and provide mentoring & coaching to help their peers. As a school looking at our K-5 Science differentiated approaches to accelerate student learning as outlined by the District's Strategic Plan.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For FY23, Sunrise Park will increase 5th grade students showing Science Proficiency from 70% to 78% as measured by the FSA Science Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FSQs, USAs, student work samples and observations during labs are our key monitoring strategies. Our science coach will be working side by side with teachers in PLC to examine this data and ensure effective planning for reteaching when needed.
Person responsible for monitoring outcome:	Alicia Steiger (alicia.steiger@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Planning direct instruction in PLCs on the Fair Game Standards and using guided reading (in reading) to help support the science content K-5. 2. Students will be re-mediated and enriched in after school tutorial through blended learning opportunities using adaptive technology; For example, Stemscopes, Generation Science, IXL, and Mystery Science. 3. Side by side coaching with our Science Coach with push in support approach closer to testing.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Strategic Planning in PLCs will ensure that all staff teaches the standards they are responsible for within their grade level. (Fair game standards). 2. After school tutorials provide an additional opportunity for students be provide with enrichment and remediation. Using technology helps with student engagement. 3. Use of the coaching cycle to increase teacher capacity K-5 in Science.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Planning in PLCs
a.Identify current students and assess to determine current academic reading level.
b. Professional Development on the Fair Game Science Standards.
c. Fluid iii groups will be established across all grade levels with a focus on Science content.
d. Individual grade and content levels will develop Wildly Important Goals (WIGS) to target the instruction

all students' towards Science proficiency.
f. Monitoring will occur through classroom walks, observations, informals and formals, lesson plan checks, and admin being apart of all PLCs.
Person Responsible: A. Steiger and K.Menschel

Person Responsible	Alicia Steiger (alicia.steiger@palmbeachschools.org)

2. Tutorials
a. Provide PD around best practices for teachers
b.Club Discovery for the ELL/ESE population
c. Morning tutorials including morning computer lab.
d. After school tutoring for students who participate in the Schools after care program.
e. After school Boot Camps will also take place to target specific instructional clusters that are deficit.
f. Monitoring will occur through tutorial walk throughs and IFC (instructional focus calendars)
Person Responsible: A. Steiger and K.Menschel

Person Responsible	Alicia Steiger (alicia.steiger@palmbeachschools.org)

3. Scheduling
a. Ensuring that Science has 45 minutes of content teaching and 15 minutes of review.

Person Responsible	Alicia Steiger (alicia.steiger@palmbeachschools.org)

4. Coaching
a. Ensuring our Science coach can attend all PLCs in relation to science planning
b. Ensuring Science coach has time in his schedule to review data
c. Working side by side with our science coach to tier teachers in order to create a coaching cycle

Person Responsible	Alicia Steiger (alicia.steiger@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to Coaching in ELA and Math Student Achievement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our data comparison from FY19 to FY22 shows: School-Wide Data: ELA Achievement- FY22 82%, FY19-79 %, a positive difference of 3% ELA Learning Gains Achievement- FY22 76%, FY19- 77%, a negative difference of 1% ELA Low 25 Gains- FY22 71%, FY19-76 %, a negative difference of 5% Math Achievement- FY22 81%, FY19- 86%, a negative difference of %5 Math Learning Gains - FY22 70%, FY19- 82%, a negative difference of 12% Math Low 25- FY22 50%, FY19- 76%, a negative difference of 26% Science Achievement- FY22 65%, FY19- 62%, a positive difference of 3% Grade Level Data FY22 FSA ELA Prof Math Prof 3- 78 77 4- 78 78 5- 85 79 This year we will focus on building capacity among our teacher leaders. Last year, our school was selected as one of the few schools that will have teacher leaders on campus. These teacher leaders have been attending explicit coaching and feedback sessions all summer long and working to develop their skills as leaders. We selected two of our teachers with the strongest curriculum background, the ability to want to grow as a leader, and those who have experienced tremendous learning gains and proficiency rates with our students. This directly connects to the district's strategic plan, Academic Excellence and Growth- teachers and students engage in learning. To add on to this from last year FY21 SIP area of focus we are not only are we picking teacher leaders but we are now expanding to other teachers that could be used as model rooms. Although this program is not renewed this year, as a team we have decided to keep this going for FY22 as we saw growth among our teachers which in return showed in our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At SPES we want to focus closely on our primary groups in addition to our intermediate students. For K-2 we will monitor iReady and Unit Assessments to ensure we have 80% proficiency in addition to Oral Reading Records. By the end of FY23 school year, Sunrise Park will increase overall ELA and Math proficiency in grades 3-5. ELA proficiency from 83% to 85% while Math proficiency will increase from 82% to 87% as measured by FAST Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the	Monitoring will occur through PLCs. We will analyze data for USAs, iReady, and the Unit Assessments (Benchmark). The administration will also conduct walk-throughs to ensure the use of best practices. We will also have trimester data chats with all teachers to have a better understanding of students' challenges and success.

desired outcome.	
Person responsible for monitoring outcome:	Alicia Steiger (alicia.steiger@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Instructional walk-through among admin will help pick the instructional practices that we will target. After the coaching occurs we will continue to conduct instructional rounds with our teams to give them time to see the practices in other rooms with the teacher leaders. 2. Coaching cycles during small group differentiated instruction- the school will provide coverage for our teacher's leaders to go into other classrooms to model small group instruction. 3. Professional Developments/PLCs These will be focused on small group instruction and using data to intentionally plan for small groups for both ELA and Math. 4. Planning direct instruction in PLCs on the Fair Game Standards and using guided reading (in reading) to help support the science content K-5. 5. Students will be re-mediated and enriched in after-school tutorials through blended learning opportunities using adaptive technology; For example, Stem scopes, IXL.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Learning Walks a. Gives teachers the ability to compare their instructional practices with those of who they observe. The discussion at the end of the Learning Walks provides teachers the chance to self-reflection by observing teachers are the chief benefits of this collaboration. Focus on instructional strategy and tiering teachers that need the most support. 2. Coaching cycle a.The purpose of instructional coaching is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through the implementation of effective instructional strategies. 3. PLCs: a. Opportunity to directly improve on both teaching and learning b. Build stronger relationships among members on a team and their supports c. Share new technology tools for the classroom.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Instructional Walks
a. Plan instructional walks as an admin team. Identify instructional strategies to focus on with teacher leaders
b. Tier teachers for coaching
c. Meet with teacher leaders to set up the coaching cycle
d. Plan for debriefing
e. Conduct instructional rounds as a group

Person Responsible	Kristin Menschel (kristin.menschel@palmbeachschools.org)

2. Teacher Leaders and Professional Developments
1. PD's will focus on data analysis and effective instruction- backwards design planning in mind
2. Teacher leaders will work collaboratively with PLC leaders to plan and develop lessons aligned to the

standards and best practices for delivery are discussed and modeled
3. PD will incorporate best practices for teaching on the online platform. Focusing on both whole group and small group.

Person Responsible Kristin Menschel (kristin.menschel@palmbeachschools.org)

4. Planning in PLCs
a. Identify current students and assess to determine current academic reading level.
b. Professional Development on the Fair Game Science Standards.
c. Fluid iii groups will be established across all grade levels with a focus on Science content.
d. Individual grade and content levels will develop Wildly Important Goals (WIGS) to target the instruction all students' towards Science proficiency.
e. Ensuring that Science has 45 minutes of content teaching and 15 minutes of review.

Person Responsible Kristin Menschel (kristin.menschel@palmbeachschools.org)

5. Tutorials
a. Provide PD around best practices for teachers
b.Use of Science Mystery to engage student's interest around Science.
c. Morning tutorials including morning computer lab.
d. After school tutoring for students who participate in the Schools after care program.
e. After school Boot Camps will also take place to target specific instructional clusters that are deficit.
f. Monitoring will occur through tutorial walk throughs and IFC (instructional focus calendars)

Person Responsible Kristin Menschel (kristin.menschel@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Every year each class in our school participates in an SwPBS presentation led by our SwPBS team. The team gives scripted weekly plans that teach each part of our RISE expectations. Our Universal Guidelines are referenced every morning on our morning announcements. This year our team worked to develop in school and online guidelines ensuring that 3-5 positively stated school-wide expectations were posted on our digital platform for students and teachers to refer to. Our first step in doing this was holding a school wide virtual meeting where our team presented our new virtual matrix to our staff. We shared the expectations of posting this to all our Google Classrooms and reviewing these expectations with our students and their parents. In doing this, we kept our single school culture in place even though brick and mortar school was not taking place. We have recognized student's birthdays through our facebook and also held lunch bunches for students. We most recently to our matrix incorporating parents into this. We shared our expectations of parents during our one on one Meet the Teachers.

Often to have students succeed in a school, you need to offer programs and activities, to help promote student success. Sunrise Park Elementary School offers many activities/programs to support student success. In the academic year of 2019-2020 and 2020-2021, Sunrise Park Elementary School offered many programs to encourage students academic and behavioral success. The school offers individualized support programs (individual counseling, group counseling, SEL activities daily.) All students participated in Suite360, and all staff participated in Kognito training. These same supports will be provided to students in the FY21-22 school year.

In the last academic year, a new program initiative began at Sunrise Park Elementary School called STORM. We are continuing this program this year. STORM stands for "Student Team of Role Models." This initiative, co-led by the school behavioral health professional. The program allowed 4th and 5th grade students to apply to be role models, be responsible for running a 2-week gratitude program (Look for the Good campaign,) and model positive behaviors for the student population. Sunrise Park Elementary School was the first school in Palm Beach School District to run this program, Look for the Good campaign. These STORM students gave up their lunch, to practice/plan how to initiate this campaign, and allowed for students to be given leadership responsibilities, who previously may not have. STORM accepted students that may have struggled socially, have difficulties with behavior, and may not have the highest academics. The students ran a school wide assembly (1000 students and teachers,) would act as peer mentors younger grades (Kindergarten/1st) and help the students during writing block, and fine-arts rotations to help teach them what gratitude was.

One of you top use of communication is through Parentlink. We use daily email call-outs to communicate updates and reminders for our parents. We also have a very active Facebook page where we post pictures and include the community in the daily updates happening everyday in our building.

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

We have many stakeholders here at Sunrise Park.

Team leaders- our team leaders play a major role in ensuring that the message/culture from administration is delivered to their teams in a supportive and timely manner.

Our Behavior Mental Health Professional- provide support to our community. She connects parents, students, and teachers with resources to better support the needs of their students. She works closely with our outside outreach programs to ensure the needs of Sunrise Park are met. In doing this, she helps to promote a supportive environment.

Parents- our parents work extremely hard to support Sunrise Park. This year they jumped in to help our car line in the morning. We have parents get here as early as 7:15 to ensure car line can move so that teachers are not stuck in the car line and stressed before they walk into the building. They attend PTA and SAC meetings in order to stay connected to the current events happening each and every year.

Teachers- our teachers are our back bone. They are the front lines to our community and to our students. They work extremely hard on developing their relationships through parent conferences, daily communication, our facebook and parent link.

In addition, as stipulated within Florida Statute & Policy 2.09 and aligned to the District's Strategic Plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.