

Orange County Public Schools

Sunshine Elementary



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Sunshine Elementary

13225 INTERNATIONAL DRIVE, Orlando, FL 32821

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

Demographics

Principal: Alma Lazarini

Start Date for this Principal: 6/3/2022

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)	92%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: No Grade 2017-18: No Grade
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	ATSI
* 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 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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13225 INTERNATIONAL DRIVE, Orlando, FL 32821

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">81%</p>

School Grades History

<p>Year</p>	<p>2021-22</p>	<p>2020-21</p>
<p>Grade</p>	<p>B</p>	

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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.

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

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
Lazarini, Alma	Principal	The principal 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.
Austin, Michelle	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.
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. She provides activities and administers Tier III instruction to groups of students who have been identified through data analysis. 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. The instructional coach holds monthly MTSS team meetings to review student, data and adjusts instruction as needed and facilitates instruction for Tier II and Tier III interventions.
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.
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..
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
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 staffing, annual reviews and reevaluations of students receiving ESE services. She works with teachers and families to best meet students' needs.

Demographic Information

Principal start date

Friday 6/3/2022, Alma Lazarini

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.*

1

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.*

11

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

950

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

16

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

15

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	159	172	132	181	145	137	0	0	0	0	0	0	0	926
Attendance below 90 percent	12	65	63	80	42	49	0	0	0	0	0	0	0	311
One or more suspensions	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	4	1	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	37	57	0	0	0	0	0	0	0	104
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	20	39	54	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	46	79	91	71	84	89	0	0	0	0	0	0	0	460

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	0	0	0	11	32	53	0	0	0	0	0	0	0	96

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	0	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	0

Date this data was collected or last updated

Monday 7/25/2022

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	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	0
Students retained two or more times	0	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	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	0
Students retained two or more times	0	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	55%	56%	56%					57%	57%
ELA Learning Gains	60%							58%	58%
ELA Lowest 25th Percentile	51%							52%	53%
Math Achievement	57%	46%	50%					63%	63%
Math Learning Gains	67%							61%	62%
Math Lowest 25th Percentile	58%							48%	51%
Science Achievement	45%	61%	59%					56%	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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
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	19	47	38	22	38	43	20				
ELL	44	60	49	52	68	56	29				
ASN	60			80							
BLK	35	50		35	57		23				
HSP	52	61	55	53	63	54	41				
WHT	71	59		75	79		64				
FRL	52	55	45	49	54	48	42				

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

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)	ATSI
OVERALL Federal Index – All Students	56
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	58
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
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	
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	70
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	70
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	51
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?

Based on the progress monitoring data and the state assessment data provided, the following trends emerged: In the area of ELA, all subgroups showed an increase in ELA Achievement, ELA Lowest 25%, and ELA learning gains. In the area of Math, all subgroups showed an increase in Math Achievement, Math lowest 25% and Math Learning Gains.

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

Based on progress monitoring and the state assessment, Science Achievement is the area that demonstrates the greatest need for improvement. In 2020-2021, 51% of students scored at proficiency in Science Achievement. In 2021-2022, 45% of students scored at proficiency, a 6% decrease.

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 for the area of needs improvement are absentees and tardies. Actions that will be implemented: Increase communication with parents regarding the impact absentees and tardies have on student learning; involve the social worker and the guidance counselor in conducting home visits.

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

Based on progress monitoring and the 2021-2022 state assessment, Math Lowest 25% is the area that demonstrated the most improvement. In 2020-2021, 35% of students in Math Lowest 25% made learning gains compared to 2021-2022, 61% of students in Math Lowest 25% made learning gains - a 26% increase.

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. An intense focus on interventions for this group of students is one of the contributing factors for this improvement. This group of students were strategically placed with a specific teacher and closely monitored for progress.

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

In order to accelerate learning the school team will provide focused feedback to teachers on strategies and structures that facilitate participation and meaning-making as well as monitoring strategies to ensure student engagement. In addition, the school is focusing on the development of academic vocabulary as well as phonic and phonemic awareness.

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, 2, 3 instruction
Student Engagement Strategies
Acceleration model
High Yield ESOL strategies
Science of Reading
Schoolwide SIPPS and Heggerty Implementation

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. School-wide implementation of SIPPS and Heggerty will support foundational reading skills.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Life Skills Strategies

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Description: Sunshine Elementary will continue to develop students holistically by integrating and monitoring resources that strengthen a culture with the implementation and application of life skills strategies.
 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 with the use of life skills strategies, we will address the following school needs: implement school-wide life skill strategies planned experiences, and through the school's Parent Engagement Liaison and guidance counselor providing support to families in need.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of the focus on positive culture and environment, Panorama Education data will indicate an increase of 10% in school climate and sense of belonging based on student and parent surveys. By increasing our school climate and sense of belonging, our out of school suspension rate will decrease by 10% and our attendance rate will increase by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the effectiveness of this focus through the use of informal surveys, Panorama Education survey, monthly discipline and truancy reports.

Person responsible for monitoring outcome:

Alma Lazarini (alma.lazarini@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented

Use distributive leadership 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.

for this Area of Focus.

Rationale for Evidence-based Strategy:

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.

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

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

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.

Implement a school-wide SEL curriculum:

- 1-Ensure school team receives training on implementation and application of life skills strategies.
- 2-Create a training plan that leverages the trained school team members to train all necessary stakeholders.
- 3-Use surveys to monitor for effectiveness, goals and or modifications.

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 Alma Lazarini (alma.lazarini@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Sunshine Elementary has an ESOL population of 46%. Sixty nine percent of the ESOL students have been in the ESOL program less than 2 years. In addition, iReady reading BOY data indicates that 89% of 1st grade students, 73% of 2nd grade students, 56% of 3rd grade students, 66% of 4th grade students and 76% of 5th grade students are reading below grade level.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of focusing on instructional practices as it relates to ELA, we expect students in grades 1-5 to have a 10% increase in reading on or above grade level based on EOY iReady reading data.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Sunshine Elementary will use the following to monitor for the set goals as well as to modify instructional practices: i-Ready Diagnostics, i-Ready Growth Monitoring, SIPPS Mastery Assessments, Heggerty Mastery Assessments, Classroom Walkthroughs, District Standards Based Unit Assessments, and District K-2 Foundational Unit Assessments.

Person responsible for monitoring outcome:

Kelly French (kelly.french@ocps.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will develop better understanding, through professional development, of segments of sounds in speech and how they link to letters. Teachers will then be able to better instruct students to decode words, analyze word parts, and write and recognize words. Teachers will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The selected instructional practices have a strong or moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

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.

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 Alma Lazarini (alma.lazarini@ocps.net)

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

Person Responsible Michelle Austin (michelle.durni-austin@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)

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.

The school provides professional development to the faculty and staff on life skills and Culturally Responsive Teaching awareness and strategies. In addition, teachers new to our school actively participate in a year-long (two-years for beginning teachers) induction program designed to provide support for and retention of teachers in order to meet school and district goals. The school culture is monitored annually, utilizing Cognia school accreditation surveys (Panorama) for parents, students and staff. Data from these surveys are examined by the SAC, school leadership team and teacher groups to identify strengths and areas for growth both in performance and consistency across stakeholder groups. The results are then utilized to help develop and monitor School Improvement Plan goals.

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

The school has a Parent Engagement Liaison (PEL), who will be coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 5 that will impact student academic performance. The PEL will deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents. The PEL maintains regular contact with each business to invite them to School Advisory Council (SAC) and Parent Teacher Association (PTA) meetings and monthly events. The businesses receive updates on student achievement.