

Broward County Public Schools

Sunshine Elementary School



2022-23 Schoolwide Improvement Plan

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Sunshine Elementary School

7737 LASALLE BLVD, M IR Amar, FL 33023

[no web address on file]

Demographics

Principal: Denise Dorsett

Start Date for this Principal: 7/20/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: C (53%) 2017-18: A (62%)
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 Broward 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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Sunshine Elementary School

7737 LASALLE BLVD, M IR Amar, FL 33023

[no web address on file]

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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SIP Authority

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<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.

Our Sunshine Family will provide meaningful learning communities, staff development, and parent trainings to increase authentic engagement and student achievement.
Together we learn. Together we thrive.

Provide the school's vision statement.

The vision of Sunshine Elementary School is to unlock the full potential of every student to succeed in tomorrow's world.

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
Dorsett, Denise	Principal	Instructional leader of the school. Provides strategic direction for the school through instructional leadership to increase student achievement based on data. Builds community by relationship building and communication between the community, teachers, parents, students, and stakeholders. Supports teacher instructional practice through Targeted Feedback and Staff Evaluations.
Motes, Albertha	Instructional Coach	Instructional Literacy Coach: 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. Managing current Rtl student data, fidelity checks, and key communicator of the Rtl process between teachers, parents, and students
Miller, Chelsea	School Counselor	Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school guidance counselor links child services and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success. The school counselor also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and Rtl meetings.
Juste, Lindsley	Teacher, ESE	ESE School Specialist, Support Lead for ESE Teachers and provides guidance and support to general education teachers to ensure that the students IEP Goals are being met. Coordinates and Conducts IEP Meetings and staffings for students, ESE Student Support
Johnson, Wendell	Assistant Principal	Assists Principal with leading direction of the school and providing instructional leadership support to teachers and students. Student Discipline and Behavior Support, Academic Instructional Lead. Work with principal on ensuring Teacher Retention. Provides Targeted Feedback to staff, Conduct Evaluations, Learning Walks Maintains communication with parents, teachers, students, community, and stakeholders.

Demographic Information

Principal start date

Wednesday 7/20/2022, Denise Dorsett

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.*

2

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.*

6

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

404

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

6

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

6

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	73	79	85	90	94	100	0	0	0	0	0	0	0	521
Attendance below 90 percent	27	25	16	22	17	15	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	3	10	17	12	0	0	0	0	0	0	0	0	42

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	1	2	2	8	9	12	0	0	0	0	0	0	0	34

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	0	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/1/2022

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	73	79	85	90	94	100	0	0	0	0	0	0	0	521
Attendance below 90 percent	27	25	16	22	17	15	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	3	10	17	12	0	0	0	0	0	0	0	0	42

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	1	2	2	8	9	12	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	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	73	79	85	90	94	100	0	0	0	0	0	0	0	521
Attendance below 90 percent	27	25	16	22	17	15	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	3	10	17	12	0	0	0	0	0	0	0	0	42

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	1	2	2	8	9	12	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	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	46%	58%	56%				53%	59%	57%
ELA Learning Gains	62%						46%	60%	58%
ELA Lowest 25th Percentile	43%						41%	54%	53%
Math Achievement	55%	54%	50%				67%	65%	63%
Math Learning Gains	81%						62%	66%	62%
Math Lowest 25th Percentile	77%						61%	53%	51%
Science Achievement	33%	59%	59%				44%	46%	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	52%	60%	-8%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-52%				
05	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-47%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-62%				
05	2022					
	2019	77%	64%	13%	60%	17%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	49%	-4%	53%	-8%
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	18	36	35	33	70	64	13				
ELL	39	68		56	80		31				
BLK	41	58	42	49	78	78	26				
HSP	56	70		71	91		45				
FRL	46	62	43	52	83	81	34				
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	11			11	6						
ELL	34	29		27	17	10	22				
BLK	34	26	14	27	13		24				
HSP	45	45		42	30		24				
FRL	34	27	14	31	16		21				
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	30	34	23	37	54	58	28				
ELL	43	43	41	61	70	69	47				
BLK	47	42	38	67	59	59	37				
HSP	64	56		70	75		67				
FRL	52	44	39	66	61	60	44				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38

Students With Disabilities	
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	53
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	62
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

Our students with disabilities (SWD) subgroup demonstrated a increase in ELA and in Mathematics between the 2019 and 2022 school years. Their ELA proficiency increased by 7% points from the 2019 to 2021 school year. The same subgroup made great growth in the area of math with overall learning gains of 70%. Students with Disabilities showed the lowest performance in both English Language Arts (ELA) and Math proficiency. Traditionally Students with Disabilities demonstrate the lowest performance in all academic areas. The contributing factor are the learning gaps that this subgroup of students develop throughout their academic career. In addition, teacher knowledge of differentiating instruction to meet the varied needs of Students with Disabilities is a factor.

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

Overall math and ELA proficiency for the students with disabilities are two areas that need improvement.

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

In general, students struggle in the area of reading comprehension, specifically when it comes to informational text. This gap continues to widen as students enter into 4th grade. We tend to see a decline in overall ELA scores from third to fourth and an increase the following year from fourth to fifth as the students develop academically and become more familiar with the assessment format. To remedy this situation we have implemented school wide expectations for the Literacy Block that include teachers participating in peer observations of other teachers, professional development in the area of Literacy by using Scarborough's Reading Rope and agreed upon rubrics in grades (K-5). Based on progress monitoring data overall math proficiency is another area of improvement. Throughout the year teachers will be placing more emphasis on numbers and operations and fact fluency in grades (K-5).

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

The data component that showed the most improvement was Mathematics Learning for FRL sub group with an increase of 67%. The new actions we took to improve in this area was the organization of an intervention team that work with under-performing students daily in the area of mathematics.

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

Grade levels met bi-weekly as a professional learning community (PLC) to evaluate student data and plan for next steps in the areas of ELA and Mathematics. We are add tiered support and intentional, targeted interventions for our students in need of support. We also ensured that we followed the instructional cycle to ensure mastery of standards and provide reteaching opportunities for our students. progressed monitored.

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

In order to accelerate learning this year teachers will use small group instruction targeting specific learning domains based on students' needs to close the achievement gap.

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.

Teachers will be trained in targeted interventions to be used at tier 2, and 3 in the classroom. Teachers will also participate in peer observations to increase differentiated instruction and engagement strategies.

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

To make our plan sustainable we are utilizing teacher experts and modeling instructional strategies during peer observations.

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 ELA

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

For the 2022 - 2023 school year, our goal is to increase our overall proficiency in the lowest quartile by 3% in ELA while maintaining our proficiency levels in ELA in the other subgroups. Homeroom teachers will focus on increasing the level of proficiency for all students through the use of common assessments and targeted differentiated instruction as measured by the FAST Assessment in 2023. Teachers will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted intervention to ensure adequate progress and learning gains are being made. This area was focus was selected because only 38% of our SWD students were proficient on the ELA FSA Assessment. Also, these strategies that are being implemented will not only be instrumental in improving the scores of this subgroup but, they will be beneficial for our entire population.

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

By June 2023, 48% of students in grades 3 -5 will be proficient on the ELA FAST assessment.

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

Teachers worked collaboratively in Professional Learning Communities (PLC) developing common formative and summative assessments in ELA. They also review students' data to drive instructional decisions. Administration attends meetings and team leaders document data and next steps with agendas and minutes.

Person responsible for monitoring outcome:

Denise Dorsett (denise.dorsett@browardschools.com)

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

Teachers used results from common assessments to make decisions for future changes in content, instruction, and assessments. Teachers planned for students to receive extra support and enrichment opportunities based on data. All students are guaranteed access to the this systematic intervention regardless of the teacher to whom they are assigned.

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

The assessments and materials utilized by teachers are aligned to state standards and provide rigorous levels of questioning.

Describe the resources/ criteria used for selecting this strategy.

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.

Teachers will meet monthly to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano

Person Responsible Albertha Motes (albertha.motes@browardschools.com)

Teachers will develop and submit action plans to the administration for review and feedback.

Person Responsible Wendell Johnson (wendell.johnson@browardschools.com)

Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible Wendell Johnson (wendell.johnson@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

By May 2023, our goal is to increase our overall proficiency, in the SWD subgroup in ELA by 3% as we maintain /increase the proficiency levels with all other ESSA subgroups. Classroom teachers will focus on academic growth through the use of targeted differentiated instruction, tiered interventions and common assessments. Students data will be monitored bi-weekly and instructional modifications will be made to ensure that a student achieves at least one year's academic growth. This area of focus was selected because our SWD students only achieved 38% of the Federal Index.

Measurable Outcome:

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

By May 2023, 50% of our SWD students will demonstrate a 10% point increase as measured in the A.P. 1 TO THE A.P. 3 F.A.S.T. assessment data.

Monitoring:

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

Teachers will use progress monitoring data based on each student's intervention to make decisions for future changes in content, instruction, and assessments. Data review will take place during monthly meetings with the core team.

Person responsible for monitoring outcome:

Albertha Motes (albertha.motes@browardschools.com)

Evidence-based Strategy:

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

Teachers will implement systematic interventions in small group instruction based on the students' specific area of need. For example, students may be working on phonic, phonological awareness, or reading comprehension

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the

The intervention materials utilized by Classroom teachers are aligned to state standards and are target specific

**resources/
criteria used for
selecting this
strategy.**

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.

Teachers will meet monthly to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano

Person Responsible Albertha Motes (albertha.motes@browardschools.com)

Teachers will develop and submit action plans to administration for review and feedback.

Person Responsible Wendell Johnson (wendell.johnson@browardschools.com)

Teachers will implement and monitor their action plans using student data and artifacts.

Person Responsible Albertha Motes (albertha.motes@browardschools.com)

Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible Wendell Johnson (wendell.johnson@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based upon the ORR(Oral Reading Record) results from Spring 2022, 58/123 (47%) of our K - 2 students were on - track to proficiency. In order to maintain those students who have demonstrated proficiency and to close the gaps for students who are not proficient, we will focus on Targeted Tier One instruction. As well as provide teachers with additional guidance on implementing Tier 2 interventions, differentiating small group instruction, and how to make instructional shifts based upon student data.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based upon the FSA results from Spring 2022, 57% of our 3 - 5 students were proficient. In order to maintain those students who have demonstrated proficiency and to close the gaps for students who are not proficient, we will focus on Targeted Tier One instruction. As well as provide teachers with additional guidance on implementing Tier 2 interventions, differentiating small group instruction, and how to make instructional shifts based upon student data.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June of 2023, we will increase the level of students on-track for proficiency by 5% as measured by F.A.S.T. progress monitoring assessment.

Based upon the ORR results from 2022, 47% of our students in grades K - 2 were on-track.

Grades 3-5: Measureable Outcome(s)

By June 2023, 48% of students in grades 3 -5 will be proficient on the ELA FAST assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

In order to monitor for effectiveness we will use the suggested reading "look fors" when conducting informal reading walkthroughs to monitor whole group and small group instruction during the 90 Minute-Literacy Block in K-5.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dorsett, Denise, denise.dorsett@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence programs that will be utilized to achieve the measurable goals are Benchmark Literacy for Tier One instruction. Another evidence practice will be professional development for all classroom teachers, strategies on the science of reading, evidence-based practices, speaking and listening, formative assessments, and new programs/ materials will be reviewed. We will also work collaboratively with the Elementary Learning Department to identify additional support with strategies to facilitate professional learning and support and to leverage their expertise to be able to reach a greater audience.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Evidence - based practices support the identified need by building teacher knowledge base so that they my provide for the instructional needs of our diverse population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our Literacy Coach will provide scaffolded professional development for our instructional staff that focuses on Scarborough's Reading Rope and the Science of Reading.	Dorsett, Denise, denise.dorsett@browardschools.com
Assessments - Our school team will develop a better understanding of how to navigate the FAST Assessment as well as the STAR Assessments. Our goal is to glean a better understanding of how to utilize the data from these assessments to address and remediate the deficient standards in a timely manner while continuing to teach and expose students to new standards.	Dorsett, Denise, denise.dorsett@browardschools.com

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.

At Sunshine Elementary, fostering student leadership, good character, and community involvement is a priority. Students facilitate and participate in community service projects throughout the school year. To reward students for their good character we recognize them through our school-wide Positive Behavior System (PBS). Through PBS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect. Staff actively monitor students' behavior and acts of service with positive (), verbal praise, and/or redirecting student behavior, as needed, to foster student-teacher and student-student relationships.

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

All stakeholders (staff, students, and parents) are responsible for promoting the positive culture at Sunshine Elementary (SES). Stakeholders lead by example and promote positive messages within the building and on social media. Stakeholders participate in community service projects and facilitate events such as the Fall and Spring Festivals to bring the SES community together. Administration is responsible for monitoring the school's positive culture and environment. During classroom visits administration looks for the following strategies:

- school and classroom expectations are visible in the classroom,
- behaviors are addressed the same as academics and are viewed as something that is taught,
- a focus on effective prevention
- a focus on a positive classroom culture, and
- the use of positive school wide language.