

Broward County Public Schools

Sunland Park Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Sunland Park Academy

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<http://sunlandpark.browardschools.com>

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Sunland Park Elementary School is to make a difference in the lives of students by providing learning experiences and opportunities for them to achieve high levels of academic performance. Through fostering positive growth in social, emotional, and work behaviors, students will be able to learn the necessary skills to become successful adults in the workplace.

Provide the school's vision statement.

Sunland Park Academy's vision is to provide a quality prescriptive social and academic education so that all students are able to reach their full potential within a caring, secure environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ragin, Nikia	Principal	Provide instructional vision for all educational programs to increase student achievement as well as progress monitor the growth and success of all students.
Kassim, Helen	Assistant Principal	Assist in providing instructional vision for all educational programs for increasing student achievement as well as progress monitoring the growth and success of all students.
Tibble, Cara	Teacher, PreK	Provide coaching opportunities and assist with curriculum development for teachers assigned to their departments/teams.
Watson, Josephine	Teacher, K-12	Provide coaching opportunities and assist with curriculum development for teachers assigned to their departments/teams.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process we have incorporated to conduct the comprehensive needs assessment is a combination of shared decision making between all of our stakeholders. We have created opportunities for the stakeholders

to help develop a plan focused on student performance. We utilize the previous scores such as the FSA, FAST, and school based assessment results as tools that we share with the instructional team. This key data is

organized into graphs, charts, and tables, to show the grade level and school-wide results to all stakeholders. The

stakeholders discuss suggestions and implementation strategies to be included in the School Improvement Plan (SIP).

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is monitored monthly. During monthly meetings the leadership and stakeholders review the SIP and student achievement data. Through review and discussion the necessary updates and revisions are made to the SIP to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	62	62	53	40	0	0	0	0	0	217
One or more suspensions	0	0	1	4	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	19	37	32	32	0	0	0	0	0	120
Level 1 on statewide Math assessment	0	27	36	33	0	0	0	0	0	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	22	0	0	0	0	0	30

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	35	36	39	0	0	0	0	0	123

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	13	25	18	0	0	0	0	0	61
Students retained two or more times	1	5	9	4	0	0	0	0	0	19

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	56	53	59	58	56	41		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	48	62	59	67	54	50	31		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		48	54		59	59			
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	53	59	59	50			21		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	92
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	3
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	53			
AMI				
ASN				
BLK	44			
HSP				
MUL				
PAC				
WHT				
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	50			
AMI				
ASN				
BLK	57			
HSP				
MUL				
PAC				
WHT				
FRL	62			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			48								53
SWD												
ELL											1	53
AMI												
ASN												
BLK	38			48							4	50
HSP												
MUL												
PAC												
WHT												
FRL	39			49							4	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59			67								50
SWD												
ELL												50
AMI												
ASN												
BLK	57			65								50
HSP												
MUL												
PAC												
WHT												
FRL	60			64								

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41			31								21
SWD	38			25								
ELL	33			20								21
AMI												
ASN												
BLK	41			33								22
HSP												
MUL												
PAC												
WHT												
FRL	42			35								22

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	53%	-17%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	62%	-14%	59%	-11%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2023 state assessment, the data components revealed ELA achievement to be the greatest decline from the prior year. The ELA achievement was a 59% in 2022 and decreased 23 percentage points in 2023. The adoption of new curricular and a new state assessment, the Florida Assessment of Student Thinking (FAST), could be the contributing factors to the decline in ELA achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the 2023 state assessment, the data components revealed ELA achievement to be the greatest decline from the prior year. The ELA achievement was a 59% in 2022 and decreased 23 percentage points in 2023. The adoption of new curricular and a new state assessment, the Florida Assessment of Student Thinking (FAST), could be the contributing factors to the decline in ELA achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the 2023 state assessment, the Florida Assessment of Student Thinking (FAST), ELA presented the greatest gap when compared to the state average. The ELA achievement was a 50% for the state and Sunland Park Academy's ELA achievement was 36%, which is an achievement gap of 14%. The adoption of new curricular and a new state assessment, the Florida Assessment of Student Thinking (FAST), could be the contributing factors to the gap in ELA achievement.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the result from the 2023 Florida Assessment of Student Thinking (FAST), Mathematics achievement showed the most improvement. The results of 2022-2023 school year reflects our Math

proficiency increased from 5% to 48%, which is a result of teachers providing data analysis to make data driven and standards-based instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing the Early Warning System data, the amount of students absent 10% or more is an area of concern. More than 40% of students in grades K-2 were absent 10% or more during the 2022-2023 school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

To continue the improvement in student achievement, Sunland Park Academy has determined the following a top priority: increase student attendance, provide ongoing professional learning focused on ELA standards-based instruction and the Science of Reading and increase family engagement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The results from the 2022-2023 Florida Assessment of Student Thinking (FSAT) revealed that 64%% of our 3rd grade students scored below a level 3 on the statewide English Language Arts (ELA) assessment.

Measurable Outcome:

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

By June 2023, we will increase student proficiency in ELA from 36% to 50% as measured using the Florida Assessment of Student Thinking (FAST).

Monitoring:

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

To progress monitor student achievement, we will utilize the Florida Assessment of Student Thinking (FAST) progress monitoring 1 and FAST progress monitoring 2 assessments as well as the iReady checkpoint 1, checkpoint 2 and checkpoint 3 diagnostics.

Person responsible for monitoring outcome:

Nikia Ragin (nikia.ragin@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To improve the academic performance of students, Sunland Park Academy will implement the Science of Reading while following the Broward County Public Schools' Strategic Plan by providing school level assessments for continual data collection, using the CARE cycle to streamline instruction while remediating students, conduct team and administrative data chats, conduct grade level PLCs, and use the RtI system of support to provide appropriate interventions, monitor attendance, identify struggling students and reasons for low performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Science of Reading was selected because it has been proven to provide significant impact on reading achievements.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Standards-based Professional Development
3. Standards-based Professional Learning Communities
2. Data Analysis and Data instructional Conversations

Person Responsible: Nikia Ragin (nikia.ragin@browardschools.com)

By When: Actions steps will be ongoing beginning August 14, 2023 and commencing on May 15, 2024.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

To improve the academic performance of students in grades K-2, Sunland Park Academy will implement the Science of Reading focused on decoding, building background knowledge, and vocabulary development.

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

To improve the academic performance of students in 3rd grade, Sunland Park Academy will implement the Science of Reading focused on word recognition, language development, decoding, building background knowledge, and vocabulary development.

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 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 Measurable Outcomes

By June 2023, we will increase student proficiency in ELA from 72% to 80% as measured using the Florida Assessment of Student Thinking (FAST).

Grades 3-5 Measurable Outcomes

By June 2023, we will increase student proficiency in ELA from 36% to 50% as measured using the Florida Assessment of Student Thinking (FAST).

Monitoring

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 impact student achievement outcomes.

To progress monitor student achievement, we will utilize the Florida Assessment of Student Thinking (FAST) progress monitoring assessments, Tier 1 curriculum assessments, as well as the iReady checkpoint 1, checkpoint 2 and checkpoint 3 diagnostics. Through ongoing monitoring of student assessments, the teacher and leadership team use the data to determine instructional strategies and practices that will yield an increase student achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ragin, Nikia, nikia.ragin@browardschools.com

Evidence-based Practices/Programs

Description:

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. §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?

To improve the academic performance of students, Sunland Park Academy will implement the Science of Reading while following the Broward County Public Schools' Strategic Plan by providing school level assessments for continual data collection, using the CARE cycle to streamline instruction while remediating students, conduct team and administrative data chats, conduct grade level PLCs, and use the RtI system of support to provide appropriate interventions, monitor attendance, identify struggling students and reasons for low performance.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The Science of Reading was selected because it has been proven to provide significant impact on reading achievements.

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
Literacy Leadership - A Literacy Leadership team will be established to establish a literacy goal for the year. The team will review and disaggregate school-wide data by grade level and teacher as well as provide instructional expectations that are aligned with BCPS's implementation vision of the Science of Reading.	Ragin, Nikia, nikia.ragin@browardschools.com
Literacy Coaching - Instructional staff will receive coaching from the literacy coach coaching. Walk through data will be used to target and modify ongoing school support.	
Progress Monitoring of Assessments - Ongoing collection and data analysis of students assessments will be conducted. Data chats will be held with the teachers and with the leadership team to make data driven instructional decision for the implementation of instructional strategies and practices to increase student achievement.	Kassim, Helen, helen.kassim@browardschools.com
Professional Learning - Teacher will participate in ongoing professional learning in B.E.S.T. ELA standards and evidence-based reading practices called the Science of Reading.	Kassim, Helen, helen.kassim@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Sunland Park Academy provide stakeholders with monthly newsletters on how to access the SIP online, <https://www.browardschools.com/Page/68191>. Stakeholders are also notified on how to request a paper copy of the SIP in their preferred language.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and other community stakeholders, Sunland Park Academy provides a variety of opportunities and activities to get involved. Such opportunities and activities include, Parent University, Family Night, School Advisory Council, School Advisory Forum, and ESOL game night.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To increase the amount and quality of learning time services that will be implemented to enrich and accelerate curriculum are: standards-based quality Tier 1 instructions focused on the Science of Reading, standards-based differentiated instructions, remediation, enrichment and fluency lessons and activities, Enrichment Learning Opportunity camps, and Parental and community involvement activities.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Supplemental Academic Instruction (SAI) funds are utilized to fund our after school tutoring camp, Conure Camp, to assist struggling students and to close the achievement gap. Referrals are made to the school's social worker when parents are in need of housing or food. The school's social worker then provides the referred families with items and resources. To ensure school readiness in the Head Start program by providing literacy, math, science curriculum and social skills that aligns with the early childhood standards.