

Broward County Public Schools

Sunshine Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	0

Sunshine Elementary School

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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.

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, 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
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.
Juste, Lindsley	Other	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
Motes, Albertha	Instructional 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
Coleman, Nichole	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.

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 following stakeholders are included in the development of the SIP at our school, the leadership team, teachers and school staff, parents, students and families, and business or community partners. Our goal is to ensure that the SIP reflects a comprehensive and well-rounded perspective, incorporating insights from all parties invested in the school's success. Here's how their input is solicited and incorporated into the SIP development process at Sunshine Elementary:

First we identify the key stakeholders in our school community. This includes members of the school leadership team, teachers and staff, parents, students, families, and representatives from the business

or community sector.

Secondly, we determine who are the member of our team and what engagement strategies will be utilized:

- a. Our Leadership Team: which consists of administrators, grade chairs, and key decision-makers, are involved from the beginning. We provide insights into the school's strengths, weaknesses, and areas needing improvement based on data.
- b. Teachers and School Staff: My teachers and staff are on the frontlines of education and have valuable insights into the classroom dynamics and student needs. They participate through surveys, group discussions, or regular team meetings to share their perspectives.
- c. Parents, Students, and Families: We engage our parents, students, and families through surveys, Title One meetings, parent-teacher conferences, and other interactive events. Our stakeholders offer unique perspectives on the learning environment, school culture, and the needs of students.
- d. Business or Community Leaders: We collaborate with local businesses and community leaders to provide a broader context for the school's role in the community. They share insights into the skills and qualities students need to succeed beyond graduation.

Then we take a deeper dive into our Data:

We review the data from surveys and questionnaires. We prepare and distribute surveys that gather feedback on various aspects of the school experience.

We also meet with our SAC/SAF/PTO. These groups engage in open discussions about their perceptions of the school's strengths and areas for improvement.

We then collect and review academic data, attendance records, discipline reports, and other relevant data to identify trends and areas of concern.

Next we analyze the collected data and feedback to identify recurring themes and patterns. This information will form the basis for crafting improvement strategies.

We then begin to work collaboratively to set goals with the input of all stakeholders. These goals should be specific, measurable, achievable, relevant, and time-bound (SMART).

Once our goals are set, we begin working with all stakeholders to develop strategies and action plans that address the identified areas for improvement. Each strategy must be aligned with the overall goals of the SIP.

Then we develop a draft of the SIP based on the goals and strategies formulated with stakeholder input. We then share the draft SIP with stakeholders for their review and feedback.

We then revise the SIP based on feedback once approved by the district.

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))

In order to monitor and improve our school improvement plan, for increasing student achievement and closing the achievement gap we will:

1. Form a monitoring team
2. Collect and analyze assessment data, behavioral data, attendance data and academic data
3. Elicit feedback from stakeholders through SAC /SAF Meetings and customer surveys
4. Revise the SIP based on data and stakeholder input
5. Maintain a Continuous Improvement Cycle

6. Document all activities and share findings with all stakeholders
7. Communicate progress with all stakeholders

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-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: A
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	25	27	11	24	13	20	0	0	0	120	
One or more suspensions	0	0	0	2	0	1	0	0	0	3	
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	10	22	16	35	19	25	0	0	0	127	
Level 1 on statewide Math assessment	0	17	22	24	22	21	0	0	0	106	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	9	25	6	13	0	0	0	55	

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	3	20	21	34	21	24	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	8	5	10	16	6	3	0	0	0	48
Students retained two or more times	0	4	9	0	1	0	0	0	0	14

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
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	27	25	16	22	17	15	0	0	0	122	
One or more suspensions	0	0	0	0	4	0	0	0	0	4	
Course failure in 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	0	0	0	0	5	20	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	0	5	16	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	10	17	12	0	0	0	0	42	

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	1	2	2	8	9	12	0	0	0	34

The number of students identified retained:

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

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 days	27	25	16	22	17	15	0	0	0	122	
One or more suspensions	0	0	0	0	4	0	0	0	0	4	
Course failure in 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	0	0	0	0	5	20	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	0	5	16	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	10	17	12	0	0	0	0	42	

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	1	2	2	8	9	12	0	0	0	34

The number of students identified retained:

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

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*	49			46	58	56	37		
ELA Learning Gains				62	66	61	30		
ELA Lowest 25th Percentile				43	56	52	22		
Math Achievement*	53			55	59	60	32		
Math Learning Gains				81	72	64	20		
Math Lowest 25th Percentile				77	63	55	8		
Science Achievement*	54			33	45	51	27		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	54			44			56		

* 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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	99
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	23	Yes	2	1
ELL	45			
AMI				
ASN				
BLK	50			
HSP	51			
MUL				
PAC				
WHT				
FRL	53			

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	38	Yes	1	
ELL	53			
AMI				
ASN				
BLK	54			
HSP	62			

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%
MUL				
PAC				
WHT				
FRL	56			

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	49			53			54					54
SWD	15			26			10				5	54
ELL	38			49							4	54
AMI												
ASN												
BLK	48			50			45				5	58
HSP	48			57			68				5	52
MUL												
PAC												
WHT												
FRL	51			55			55				5	61

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	46	62	43	55	81	77	33					44
SWD	18	36	35	33	70	64	13					
ELL	39	68		56	80		31					44
AMI												
ASN												

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
BLK	41	58	42	49	78	78	26					57
HSP	56	70		71	91		45					38
MUL												
PAC												
WHT												
FRL	46	62	43	52	83	81	34					47

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	37	30	22	32	20	8	27					56
SWD	11	0	0	11	6	0	0					
ELL	34	29		27	17	10	22					56
AMI												
ASN												
BLK	34	26	14	27	13	0	24					50
HSP	45	45		42	30		24					59
MUL												
PAC												
WHT												
FRL	34	27	14	31	16	0	21					55

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
05	2023 - Spring	48%	56%	-8%	54%	-6%
04	2023 - Spring	48%	61%	-13%	58%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	53%	-8%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	62%	-11%	59%	-8%
04	2023 - Spring	52%	65%	-13%	61%	-9%
05	2023 - Spring	51%	58%	-7%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	46%	3%	51%	-2%

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.

When analyzing the student data I realized that the lowest performance came from students with disabilities in the ELA assessment. The contributing factors to the SWD performance are:

1. Our students with disabilities faced challenges related to inclusive education. Limited access to tailored support and resources, as well as a lack of appropriate accommodations during the assessment, can impact their performance.
2. Our students with disabilities have diverse learning needs. The assessment didn't account for these individualized requirements, and their performance were negatively affected.

Trends: In analyzing trends over multiple years low performance among students with disabilities is consistent over time, which indicates systemic issues that need to be addressed.

As a school, we may require additional training on inclusive teaching practices and how do we effectively address the diverse needs of students with disabilities.

Another trend that impacted student success was students attendance and level of engagement. Factors like absenteeism or disengagement disproportionately affect students with disabilities, impacting their readiness for the assessment.

We will continue to foster collaboration among general education and special education teachers to develop cohesive strategies for addressing the needs of all students.

We must also involve parents in the process, ensuring that they are aware of available resources and can contribute to their child's educational plan.

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

Based on the 2021 - 2022 data, there was a 12 percentage point decline in English Language Learner (ELL) student performance on state testing can be attributed to various factors. Some of the factors were:

1. Limited Access to Services During Distance Learning

- Digital Divide: Many ELL students faced challenges accessing online education due to a lack of reliable internet access, or suitable learning environments at home.
- Language Barriers: Distance learning might not have adequately addressed the language needs of ELL students, making it difficult for them to understand and engage with the content.

2. Reduced Interaction and Support

- Teacher Interaction: ELL students often benefit from direct teacher interaction and support, which might have been limited in a remote learning environment.
- Lack of Peer Interaction: Collaborative learning and peer interactions, important for language development, were likely compromised during distance learning which in turn impacted our ELL students during the k - 2 grades. This situation created a weak literacy foundation for my ELL students.

3. Limited Specialized Instruction:

- Individualized Support: ELL students typically require specialized language support. During Distance learning students were not logging on to meet with their Meta Para to receive additional assistance.
- Addressing the diverse linguistic and cultural needs of ELL students was challenging in a remote setting.

5. Parental Involvement and Support:

- If parents of ELL students are not proficient in English, they might have struggled to provide effective learning support at home.
- Parents were also not fully equipped to support their children's remote learning due to language barriers or their own work commitments.

6. Social and Emotional Well-Being:

- ELL students may have experienced social isolation during distance learning, impacting their motivation and engagement.

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.

The substantial gap between the district's science proficiency score of 50% and my school's score of 33% on the 2022 State Science Assessment indicates a significant area of concern. Identifying the factors contributing to this gap and recognizing any trends is essential for addressing this issue. Here's an analysis of contributing factors:

1. Instructional Approach - The teaching methods and curriculum used in science instruction might not effectively engage students or align with the state standards. There is a great need for hands-on learning opportunities.

3. Engagement and Motivation - If students are not motivated or engaged in science lessons, their comprehension and retention of concepts could be affected.

4. Differentiated Instruction - Addressing diverse learning styles and needs in science classrooms; lack of differentiation could contribute to the gap.

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

In the 2021 - 2022 school year, we had an increase of 69 percentage points in math learning gains for students in the lowest 25th percentile. To achieve such improvement, we implemented a range of targeted actions to address the specific needs of our students. Some of the actions that were taken were:

1. We thoroughly analyzed student performance data to identify specific math concepts or skills where students in the lowest 25th percentile struggled the most.
2. We developed tailored lesson plans and teaching strategies to cater to diverse learning needs within the lower percentile, focusing on individualized support and scaffolding.
3. We organized smaller, more focused math instruction groups that allowed for more personalized attention and interactive learning experiences.
4. We offered intensive intervention programs during and after school hours to provide additional support and practice opportunities.
5. We implemented ongoing formative assessments to continuously gauge student progress and adjust teaching approaches accordingly.
6. We invested in instructional resources, such as math manipulatives, digital tools, and adaptive learning platforms, to engage and challenge students.
7. We facilitated regular collaboration among grade level teachers to share effective practices and collectively address challenges faced by struggling students.
8. Through Media, we organized peer tutoring sessions where higher-achieving students provided one-on-one support to those in the lower percentile.
9. We incorporated real-world examples and practical applications of math concepts to increase relevance and engagement.
10. We involved parents through workshops, and provided resources to help them support their children's math learning at home.
11. We recognized and celebrated student achievements and progress to boost motivation and self-confidence.
12. We regularly monitored student progress and provided timely feedback, allowing students to track their own growth.
13. We conducted regular reviews of instructional strategies and outcomes to adapt approaches based on what was proving most effective.
14. We implemented an MTSS framework to provide a continuum of support, from universal to intensive, based on student needs.

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

Addressing the Early Warning Signs identified in my school is crucial to ensuring students' academic success and engagement. The areas that are most concerning to me are that 127 students scored at a level one the 2023 statewide assessment in English Language Arts (ELA) and 120 students were absent for 10% or more days in the 2022 - 2023 school year.

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

My highest priorities for school improvement in the upcoming school year:

1. Equitable Access to Resources: Ensure that all students have access to necessary learning resources, including technology and instructional materials, to support effective learning.
2. Targeted Support for ESE/ELP Students: Implement tailored interventions to support English Language Learner (ELL) students, addressing the challenges they faced during the pandemic and promoting language development.
3. Professional Development for Teachers: Provide comprehensive training for teachers in effective online and hybrid teaching methods, ensuring they can engage students regardless of the learning format.
4. Social-Emotional Well-Being: Establish a robust support system for students' social and emotional well-being, focusing on mental health resources, counseling services, and strategies to address pandemic-related stress.
5. Parental Engagement Enhancement: Strengthen communication and involvement with parents, offering resources and guidance for supporting their children's learning at home and fostering a collaborative learning environment.

These priorities are designed to address immediate challenges while promoting a well-rounded and inclusive learning environment that meets the needs of all students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

A positive school culture and environment play a crucial role in ensuring teacher retention for several important reasons:

1. A positive culture contributes to higher levels of job satisfaction among teachers. When teachers feel valued, supported, and engaged in a welcoming environment, they are more likely to be content with their jobs.
2. A positive culture fosters a sense of belonging and community among teachers. When teachers feel like they are part of a collaborative and cohesive team, they are more likely to stay in the school.
3. A supportive environment helps reduce stress and burnout. Teachers who feel supported are better equipped to handle the challenges of their profession and are less likely to experience emotional exhaustion.
4. A positive culture encourages professional growth and development. Schools that offer opportunities for learning and advancement motivate teachers to stay and continue to improve their skills.
5. A positive culture is often associated with effective leadership. When school leaders are supportive, responsive, and transparent, teachers are more likely to feel empowered and invested in their roles.
6. A positive culture promotes open communication between teachers and administrators. When teachers' voices are heard and their concerns are addressed, they are more likely to feel valued and understood.
7. A positive culture encourages collaboration among teachers. Collaborative environments provide opportunities for sharing ideas, resources, and best practices, leading to professional satisfaction.
8. A positive culture aligns with the school's mission and values. Teachers who resonate with the school's vision are more likely to feel a strong sense of purpose and commitment.
9. High teacher retention ensures stability and continuity in the school environment. Consistent teaching staff helps maintain a familiar and comfortable atmosphere for both teachers and students.
10. A positive culture often correlates with better student outcomes. When teachers are motivated and engaged, students benefit from quality instruction and support, leading to improved academic achievement.

Measurable Outcome:

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

In August 2023, 5/22 of our classroom teachers(23%) of our teachers left Sunshine Elementary School. By August 2024, we will reduce the number of teachers transferring to new locations to 2/22 (9%).

Monitoring:

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

We will monitor the data annually. We will also collect additional data on reasons for departures, such as career advancement, dissatisfaction, or personal reasons. We will dive deeper and take a look at the grade levels the teachers are teaching and we will utilize an exit questionnaire to determine trends.

Person responsible for monitoring outcome:

Denise Dorsett (denise.dorsett@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.)

One evidence-based intervention that is utilized for teacher retention at Sunshine is a comprehensive Mentorship and Induction Program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentorship has been shown to have a positive impact on teacher satisfaction, professional growth, and ultimately, retention.

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.

Conduct exit interview when staff are resigning or transferring.

Person Responsible: Denise Dorsett (denise.dorsett@browardschools.com)

By When: As needed.

Sponsor monthly Teambuilding activities to ensure staff collegiality.

Person Responsible: Nichole Coleman (nichole.coleman@browardschools.com)

By When: Monthly

#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 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.

Based upon the 2022 state assessment data, proficiency with students with disabilities were identified as a crucial need based for our school's data. Based upon the data, only 38% of our SWD students were proficient in Reading.

Measurable Outcome:

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

By June 2024, the percent of SWD students that are proficient will increase to 42%.

Monitoring:

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

1. Thoroughly analyzed student performance data to identify specific benchmarks where students struggled the most.
2. Developed tailored lesson plans and teaching strategies to cater to diverse learning needs, focusing on individualized support and scaffolding.
3. Organized smaller, more focused ELA instruction groups that allowed for more personalized attention and interactive learning experiences.
4. Implemented ongoing formative assessments to continuously gauge student progress and adjust teaching approaches accordingly.

Person responsible for monitoring outcome:

[no one identified]

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.)

We will utilize the five strategies that have been proven to improve reading comprehension with these special needs students. The strategies include the following: explicit instruction, prior knowledge, theme identification, graphic organizers, and literature circles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies have proven to be effective when assisting students with learning disabilities.

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.

Grade level data chats

Person Responsible: Denise Dorsett (denise.dorsett@browardschools.com)

By When: bi-weekly

Common planning

Person Responsible: Denise Dorsett (denise.dorsett@browardschools.com)

By When: August 21, 2023

ELA tiered intervention.

Person Responsible: Nichole Coleman (nichole.coleman@browardschools.com)

By When: September 12, 2023 then groups will be fluid based on student deficiencies.

Formative Assessments to gauge comprehension of benchmarks.

Person Responsible: Nichole Coleman (nichole.coleman@browardschools.com)

By When: Bi-weekly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Everything begins with Assessment of Needs and Priorities. By analyzing our school's performance data, including academic achievement, attendance, and other relevant metrics, to identify areas needing improvement.

Then we identify gaps between current performance levels and state academic standards, with a focus on areas relevant to our literacy data.

We then Identify our Human Resources such as evaluating the expertise and qualifications of teachers and staff to determine if specialized personnel are required to address specific student needs. Identifying instructional materials, technology, and resources needed to support effective teaching and learning, especially in the identified areas of focus. Determine the training and development needs of teachers and staff to effectively implement targeted interventions.

Next we ensure that the funds are allocated equitably. I must ensure that funding allocations are equitable and prioritize students with the greatest needs, particularly those designated as students requiring tiered interventions.

We must also ensure that we allocate resources for interventions and activities that are evidence-based and have a proven track record of improving student outcomes. We must also differentiated support by tailoring resource allocations based on the specific needs of different student populations and subgroups, as identified in the SIP.

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

n/a

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

Based upon the 3rd grade F.A.S.T. results from May 2023, 55% of our 3rd grade students were not proficient in the ELA component of the F.A.S.T. In order to increase proficiency in our current 3rd grade and 4th grade classes class and to decrease the percent of students scoring a level 1 we will focus on targeted tier 1 instruction. We will also place an emphasis the foundational skills such as phonemic awareness and context clues, exposure to vocabulary, and enhancing reading comprehension, inferring, and citing text based evidence.

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

n/a

Grades 3-5 Measurable Outcomes

By June 2024, 50% of our 3rd grade and 4th grade students will score a level 3 or higher on the 2024 FAST assessment.

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.

Monitoring our area of focus is critical to ensuring that our desired outcomes are achieved. To ensure that we reach our school's goal my team will;

1. Continuously collect and analyze student data to look for trends, to determine whether the student does not understand the question posed, are they struggling with the question standard, or they struggle with questions types.
2. Utilize a system of continuous progress monitoring, tracking student progress and making revisions based upon the data.
3. Vertical and horizontal planning across ELA content area. This allows for teachers across the grade level to plan the learning, discuss challenges and share insight and strategies into effective practices. When we plan vertically, this ensures that the grade levels below understand the significance of covering their grade level benchmarks so that students are prepared.
4. Upon analyzing the data, our team will implement targeted interventions such as small group instruction, pull-out/push-in support and afterschool camps.
5. Enlist the support and assist from parents and provide them with resources that may be used at home.
6. Make instructional changes based on data
7. And celebrate students success

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Dorsett, Denise, denise.dorsett@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?

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:

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?

Benchmark literacy was selected because it is a evidenced -based text that is aligned to the new state standards. This text offers a plethora of resources to meet the needs of the diverse learner.

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**

Clearly define our goal to all stakeholders. Meet with our Literacy leadership team and assign specific roles and responsibilities to each member. Develop a literacy action plan that address the needs of students on level, below level and advanced. In the plan identify specific goals, timelines, and measurable objectives. Monitor teacher and student data. Provide guidance and support to teachers as needed. Also, provide professional development to enhance instructional practices utilizing SOR.

Dorsett, Denise,
denise.dorsett@browardschools.com

Collaborate with the Literacy Leadership team to identify standards-based resources tailored to the needs of our scholars. Assist grade level teachers in developing strategies, modeling lessons and utilizing peer observations to enhance instructional practices. Collaborate during PLC's to analyze student and teacher data and make instructional changes based upon the data.

Motes, Albertha,
albertha.motes@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.

Our school Improvement plan is shared in many ways. We place a link to the plan on our website and in our schools monthly newsletter. Our website address is www.browardschools.com/sunshine

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))

The school improvement plan builds positive relationships with parents, families, and community stakeholders by:

1. Regularly updating stakeholders on plan progress and outcomes with transparency.
2. Holding informative workshops and conferences to involve parents in student success.
3. Offering volunteer opportunities and forming advisory committees to engage families.
4. Providing open channels for feedback and input from parents and stakeholders.
5. Sharing student progress data to keep parents informed.
6. Ensuring sustained efforts beyond the plan's duration.

Through these strategies, the plan promotes a positive environment and supports student success by involving parents, families, and community stakeholders.

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)

The school plans to strengthen its academic program, increase learning time, and provide an enriched curriculum by:

1. Review and align curriculum for rigor and real-world relevance.
2. Tailor teaching to individual student needs and proficiency levels.
3. Offer enrichment activities.
4. Use technology for interactive learning and blended instruction.
5. Analyze assessment data to adapt instruction.
6. Involve parents and community for support and holistic learning.

By implementing these strategies, the school aims to create a dynamic and enriching academic environment for our students.

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))

n/a