Sunshine Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sunshine Elementary

13225 INTERNATIONAL DRIVE, Orlando, FL 32821

https://sunrisees.ocps.net/

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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team, 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
Lazarini, Alma	Principal	The principal ensures the mission and vision of OCPS are enacted daily, serves as the instructional leader and primary source of professional development and monitors distribution of leadership goals.
Kimball, Allison	Assistant Principal	Assists the principal in ensuring the mission and vision of OCPS are enacted daily. The assistant principal also monitors instructional data and provides timely yet effective feedback for improving classroom instructions.
Robinson, Kimberly	Assistant Principal	Assists the principal in ensuring the mission and vision of OCPS are enacted daily. The assistant principal also monitors instructional data and provides timely yet effective feedback for improving classroom instruction
Alexis, Marschar	Instructional Coach	The instructional coach provides guidance on the K-5 reading and math plan components, supports teachers with science and social studies instruction, coaches teachers daily, and facilitates data collection for grades K-5. She provides activities and administers Tier III instruction to group of students who have been identified through data analysis. In addition, the Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized in both whole group and small group instruction. The instructional coach holds monthly MTSS team meetings to review student data and adjusts instruction as needed and facilitates instruction for Tier II and Tier III interventions.
Martinez, Tashika	Curriculum Resource Teacher	The curriculum resource teacher provides and leads professional development for the core curricular areas. They identify systematic patterns of student and teacher needs and coach teachers on instructional best practices. The curriculum resource teacher participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Smith, Christina	School Counselor	The guidance counselor facilitates individual and group counseling, classroom guidance, Child Safety Matters, Act 4 Change, and Change Starts with Me. She also coordinates DESSA screenings. The guidance counselor serves as the Title IX coordinator, the Safe coordinator and the McKinney-Vento program coordinator.
Barbieri, Charlene	Curriculum Resource Teacher	The curriculum resource teacher provides and leads professional development for the core curricular areas. They identify systematic patterns of student and teacher needs and coach teachers on instructional best practices. The curriculum resource teacher participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Colon, Lindsey	Curriculum Resource Teacher	The curriculum resource teacher provides and leads professional development for the core curricular areas. They identify systematic patterns

Name	Position Title	Job Duties and Responsibilities
		of student and teacher needs and coaches teachers on instructional best practices. The curriculum resource teacher participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Malvoisin, Pierre	ELL Compliance Specialist	The ELL compliance specialist will ensure that ELL teachers and support staff are scheduled appropriately with the needs of the students of Sunshine Elementary. The ELL compliance specialist will work with the members of the leadership team to ensure that the needs of our ELL students being addressed in the school improvement plan and initiatives. The ELL compliance specialist will assist with testing surrounding ELL students and ACCESS testing. The ELL compliance specialist will ensure that all documentation and data on ELL students is up-to-date and in compliance with all local, state and federal requirements.
Osuna Santiago, Lizette	Staffing Specialist	The staffing specialist schedules meetings for the IEP team members to convene and discuss students. They also ensures that the school remains in compliance with the initial staffing, annual reviews and reevaluations of students receiving ESE services. They work with teachers and families to best meet students' needs.

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.

At our initial School Advisory Council for the 2022-2023 school year, Principal Lazarini presented the members with the school improvement goals and requested input and feedback on the written goals. Stakeholders provided feedback and reached consensus on the written goals.

Throughout the year the SAC stakeholders will be presented with school improvement updates and will approve prior minutes to ensure that everyone is up-to-date on the workings on the school. Members have the opportunity to present concerns and have an open forum to problem-solve for the future.

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))

Teachers will be provided with consistent, actionable feedback. Student data will be utilized to make strategic instructional decisions to meet the needs of the students. Students will also be strategically placed with teachers and closely monitored for progress. The leadership team will provide focused feedback to teachers on strategies and structures included in the goals. The leadership team and teachers will monitor the strategies to ensure student engagement.

The school community will harness the professional skills and leadership capabilities of everyone in the school. The school will continually strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Through distributive leadership, our school will implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

The school will implement a community engagement committee that will will coordinate all community-school events. The role of the committee is to establish and improve effective communication for parents and families of students in grades Pre-K through 5 that will impact student academic performance. The community engagement committee will deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents. The committee maintains regular contact with each business to invite them to the Student Advisory Council (SAC) and the Parent Teacher Association (PTA) meetings and monthly events. We will work with local businesses to create community partnerships so that all stakeholders are involved and invested in student engagement and achievement.

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	No
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	92%
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) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: 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	6	50	54	66	50	37	0	0	0	263
One or more suspensions	0	0	1	5	4	5	0	0	0	15
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	0	0	0	10	51	40	0	0	0	101
Level 1 on statewide Math assessment	0	0	0	7	47	47	0	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	81	50	51	0	0	0	0	208

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	0	10	35	31	57	36	0	0	0	169

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	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	12	65	63	80	42	49	0	0	0	311
One or more suspensions	0	0	0	0	1	7	0	0	0	8
Course failure in ELA	0	0	0	0	2	1	0	0	0	3
Course failure in Math	0	0	0	1	4	1	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	10	37	57	0	0	0	104
Level 1 on statewide Math assessment	0	0	0	0	20	39	54	0	0	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	46	79	91	71	84	89	0	0	0	460

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	11	32	53	0	0	0	96

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	12	65	63	80	42	49	0	0	0	311
One or more suspensions	0	0	0	0	1	7	0	0	0	8
Course failure in ELA	0	0	0	0	2	1	0	0	0	3
Course failure in Math	0	0	0	1	4	1	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	10	37	57	0	0	0	104
Level 1 on statewide Math assessment	0	0	0	0	20	39	54	0	0	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	46	79	91	71	84	89	0	0	0	460

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	11	32	53	0	0	0	96

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	
Students retained two or more times	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*	57	57	53	55	56	56	50		
ELA Learning Gains				60			44		
ELA Lowest 25th Percentile				51			35		
Math Achievement*	55	60	59	57	46	50	45		
Math Learning Gains				67			44		
Math Lowest 25th Percentile				58			35		
Science Achievement*	66	63	54	45	61	59	51		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	63	59	59	58			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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	100
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	25	Yes	2	1
ELL	54			
AMI				
ASN	80			
BLK	39	Yes	2	
HSP	57			
MUL				
PAC				
WHT	70			
FRL	56			

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	34	Yes	1	
ELL	52			
AMI				
ASN	70			
BLK	40	Yes	1	
HSP	54			
MUL				
PAC				
WHT	70			
FRL	51			

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	57			55			66					63
SWD	15			21			14				5	54
ELL	51			47			65				5	63
AMI												
ASN	80			80							2	
BLK	41			37							2	
HSP	53			51			68				5	63
MUL												
PAC												
WHT	72			70			67				5	53
FRL	54			48			66				5	59

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	55	60	51	57	67	58	45					58
SWD	19	47	38	22	38	43	20					46
ELL	44	60	49	52	68	56	29					58
AMI												
ASN	60			80								
BLK	35	50		35	57		23					
HSP	52	61	55	53	63	54	41					54
MUL												
PAC												
WHT	71	59		75	79		64					69
FRL	52	55	45	49	54	48	42					59

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	50	44	35	45	44	35	51					56
SWD	16			11								
ELL	40	43	41	37	51	46	36					56
AMI												
ASN												
BLK	40			15								
HSP	41	49	44	38	39	46	39					57
MUL												
PAC												
WHT	75	50		64	55		71					50
FRL	50	45	32	44	41	32	49					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	42%	54%	-12%	54%	-12%
04	2023 - Spring	48%	60%	-12%	58%	-10%
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	59%	-18%	59%	-18%
04	2023 - Spring	53%	62%	-9%	61%	-8%
05	2023 - Spring	39%	55%	-16%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	59%	-8%	51%	0%

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.

The data component that showed the lowest performance was Sunshine Elementary's math FAST 3-5 which had a proficiency average of 56% (level 3 and up).

Science proficiency was a goal during the 2022-2023 school year and Sunshine Elementary is implementing year 2 of this goal since the school experienced growth within proficiency. Within our science classes, the science goal is to see a larger margin of increase between each quarter for our Progress Monitoring. Although our science proficiency data did see improvement, it is still considered an area of low performance as we begin further interventions in our goal of seeing a larger margin of increase between each quarter.

The leadership team reflected on the contributing factors to the math proficiency and noted areas of growth that students struggled with. It was noted that students struggled with the new benchmarks and curriculum and in the on-boarding process that they had a difficult time accessing and understanding the academic vocabulary to the rigor at which the benchmarks were written. Additionally, attendance is a concern at Sunshine Elementary which leads to gaps in knowledge. Computer-based assessments were implemented as well which required adjustment for students who were unfamiliar with testing in that setting.

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

During the 2022-2023 school year schools across OCPS implemented new benchmarks and curriculum. As a result, we are unable to compare data components due to different assessments and different measurement processes.

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 below section will be broken up into two sections, one for ELA and one for Math.

ELA:

In Grade 3, the state mean scaled score was 297 with 50% being a Level 3 or above. In Orange County Public Schools, the mean scaled score was 298 with 52% being a Level 3 or above. Sunshine Elementary had a mean scaled score of 291 with 42% being a Level 3 or above.

In Grade 4, the state mean scaled score was 312 with 58% being a Level 3 or above. In Orange County Public Schools, the mean scaled score was 314 with 60% being a Level 3 or above. Sunshine Elementary had a mean scaled score of 307 with 48% being a Level 3 or above.

In Grade 5, the state mean scaled score was 320 with 54% being a Level 3 or above. In Orange County Public Schools, the mean scaled score was 320 with 54% being a Level 3 or above. Sunshine Elementary had a mean scaled score of 311 with 42% being a Level 3 or above.

Within ELA, the greatest gap overall was seen in Grade 5.

Math:

In Grade 3, the state mean scaled score was 300 with 59% being a Level 3 or above. In Orange County Public Schools, the mean scaled score was 299 with 59% being a Level 3 or above. Sunshine Elementary had a mean scaled score of 291 with 41% being a Level 3 or above.

In Grade 4, the state mean scaled score was 315 with 61% being a Level 3 or above. In Orange County Public Schools, the mean scaled score was 316 with 62% being a Level 3 or above. Sunshine Elementary had a mean scaled score of 309 with 53% being a Level 3 or above.

In Grade 5, the state mean scaled score was 321 with 55% being a Level 3 or above. In Orange County Public Schools, the mean scaled score was 321 with 55% being a Level 3 or above. Sunshine Elementary had a mean scaled score of 310 with 39% being a Level 3 or above.

Overall, in comparing Math and ELA, Math scores saw the greatest gap when comparing to state and county data. This is not surprising considering math scores were our biggest area of concern and focus when looking at our school data. The main focus from the above is the percentage of students who are a Level 3 or above in our Grade 3 data and both data points in Grade 5. This reiterates the need for math focus goals within the school with a primary focus on Grades 3 and 5. As we enter the second year with our new benchmarks, we will be able to identify trends and put actionable steps in place to support closing the gap in all of the data points above.

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

Sunshine Elementary School saw a 21% increase in science proficiency which was a goal during the 2022-2023 school year. The actions the school took in this area included a focus on academic vocabulary. Additionally, Ms. Martinez hosted 5th grade large-group reviews where students highlighted big/overarching ideas from the course. Finally, on Wednesdays when we did not release early due to prior weather days there was a focus on science instruction and content knowledge. The school implemented hands-on activities and experiment-focused activities that strengthened student understanding of the science benchmarks and content.

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

Sunshine Elementary School has identified the following areas of concern:
1. Attendance
2. Students who are identified under two or more indicators.

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

Sunshine Elementary School has identified the following priorities for school improvement in the upcoming school year:
1. Attendance
2. Building teacher capacity (Content and Pedagogy)
3. Caregiver and stakeholder involvement.

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.

Sunshine Elementary School has a large number of new teachers (either new to Sunshine Elementary School, new to education or new to Orange County Public Schools). These teachers come from various cultures and countries therefore Sunshine Elementary will make a positive culture and environment our priority. This will lead to higher teacher retention.

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

In a previous year, Sunshine Elementary School had a 71% retention rate. As a result, Sunshine Elementary School has a goal of having a 75% retention rate between the 2023-2024 and 2024-2025 school year. Focusing on having a positive culture and environment will help us on our journey to achieve this goal.

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

Sunshine Elementary School will have staff participate in a needs assessment which will help the leadership team to identify strengths that teachers have (for leadership opportunities) and for areas of need. The leadership team will also use their own professional experiences to implement more community-building activities which will help strengthen both teacher comradery and confidence within their PLCs. Additionally, the school will utilize a quarterly climate survey that will help to gauge teacher satisfaction and areas of support needed. The survey will remain the same so that trend data can be analyzed and the leadership team can reflect and make changes between each quarter within this goal.

Person responsible for monitoring outcome:
Marschar Alexis (marschar.alexis@ocps.net)

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.)

Utilizing needs assessments and quarterly climate surveys provides teachers with a professional voice within a school building which evidence has shown to strengthen climate and a teacher's sense of belonging. Our goal is for teachers to identify with the vision, mission and goals of the school in addition to providing teachers with an outlet to provide feedback will assist with this. This will also allow the leadership team to better fit the professional learning, community-building and general culture of the school to meet the needs of our staff.

As a result of the needs identified, Sunshine Elementary School will be doing a school-based induction program. Research has indicated that, "the more comprehensive the induction program, the better the retention". Qualifying teachers will be assigned a mentor and will have regular supportive communication with them, the administration and principal.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Historically, retention at the school is higher than the goals of the leadership team. Additionally, we have staff who are either new to the profession or new to Sunshine Elementary/Orange County Public Schools. These combined factors made climate and culture of our teachers a priority for the 2023-2024 school year.

Studies have shown that there is a widespread increase in beginners teaching and decrease in veterans

which calls for a need of support in helping these beginners acclimate to teaching. Sunshine Elementary School has a large number of teachers who are either new to Sunshine Elementary, new to Orange County Public Schools/Florida or new to teaching. We will be providing various supports inside and outside of the classroom (mentors, planning resources, teambuilding exercises, etc.) because our goal is to keep teachers here at Sunshine. We aim to ensure that all supports are high-quality and effective.

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.

Identify teachers who need mentors or will participate in the teacher induction program.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: August 2023

Identify teachers who will serve as mentors and pair them up with teachers who need a mentee

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: August 2023

Make a calendar or meetings, events, supports to share with mentors and mentees. Hold initial meeting where mentors are paired with their mentee and expectations are outlined.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: September 2023

Hold monthly meetings for teachers participating in this induction program. Gather feedback and data throughout the year to determine adjustments that need to be made or priorities that need to be shifted.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: 2023-2024 school year

Throughout the year provide individual or small-group professional development or in-classroom support to teachers who have identified need. Provide all teachers participating in the induction program the opportunity to participate in team-building and fun activities to strengthen relationships and professional culture.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: 2023-2024 school year

Conduct end-of-year data study on the effectiveness of the induction program during the 2023-2024 school year. Begin to reflect and make adjustments for the following year of the program. Begin to identify mentors for the 2024-2025 school year and ensure that all mentors are invested in the program and participate in any professional learning to make sure they are prepared.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: May-July 2024

#2. ESSA Subgroup specifically relating to English Language Learners

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.

School-wide, Sunshine Elementary School had 101 students receive a Level 1 on their ELA assessment. Of those 101 students, 81 were English Language Learners. School-wide, Sunshine Elementary School had 102 students receive a Level 1 on their Math assessment. Of those 102 students, 72 students were English Language Learners. As a result of the two data points, our school has identified the ESSA subgroup of English Language Learners as an area of focus for the 2023-2024 school year.

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

During the 2022-2023 school year, Sunshine Elementary had 31% proficiency for English Language Learners on Spring Statewide Assessments. Our goal for the 2023-2024 school year is to increase that proficiency by 5%, increasing to 36% proficiency. Although this value will still have us below the ATSI index of 41%, we plan to continue this goal during the 2024-2025 school year making incremental progress towards that ultimate goal.

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

Sunshine Elementary School will monitor this desired outcome during the 2023-2024 school year through the following methods:
1. Progress Monitoring 1 (PM1)
2. Progress Monitoring 2 (PM2)
3. Progress Checks/Standards Based Unit Assessments
4. Classroom-based data

It should be noted that Sunshine Elementary Schools will participate in data chats twice a month where teachers will be asked to analyze various data points with a focus on the target group of English Language Learners.

Person responsible for monitoring outcome:

Allison Kimball (allison.kimball@ocps.net)

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.)

For this area of focus, Sunshine Elementary School will implement the following:
- Differentiated instruction within Tier 1, 2 and 3 instruction
- Student engagement strategies
- Acceleration model
- Higher yield ESOL strategies
- Schoolwide SIPPS and Heggerty implementation

SIPPS and Heggerty will support foundational reading skills.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The above strategies will help teachers to facilitate participation and meaning making as well as monitoring strategies to ensure student engagement. The school is focusing on the development of

academic vocabulary as well as phonic and phonemic awareness. SIPPS and Heggerty will support foundational reading skills.

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.

After PM1, identify our target group of students who are in greatest need of support. These students are those who are attending school (not attendance concerns) and those with the biggest need for improvement with scores.

Person Responsible: Allison Kimball (allison.kimball@ocps.net)

By When: September 2023

Provide the target group of students additional in-classroom and out of classroom support. Continuously using SIPPs and Heggerty to support the students.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: Fall 2023 - Spring 2024

With each PM assessment that students take we will be revising and adjusting our list of target students based on need. We will also use classroom data and teacher recommendations to support this list of target students.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: Fall 2023- Spring 2024

In Grades 2-5, Sunshine Elementary School will be implementing a walk to RTI process that will also support these target students.

Person Responsible: Kimberly Robinson (kimberly.robinson@ocps.net)

By When: Fall 2023-Spring 2024

At the end of the school year, the leadership team will reflect on the supports & interventions that were put in place with this target group and make any adjustments moving forward to the 2024-2025 school year

Person Responsible: Alma Lazarini (alma.lazarini@ocps.net)

By When: Spring and Summer 2023

#3. ESSA Subgroup specifically relating to Black/African-American

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.

As an ATSI school, this area of focus is due to being below the 41% federal index for the subgroup of Black/African American students

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

During the 2022-2023 school year, Sunshine Elementary had 37% proficiency for English Language Learners on Spring Statewide Assessments. Our goal for the 2023-2024 school year is to increase that proficiency by 5%, increasing to 41% proficiency. We plan to continue this goal during the 2024-2025 school year making incremental progress towards surpassing the 41% benchmark index.

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

Sunshine Elementary School will monitor this desired outcome during the 2023-2024 school year through the following methods:
1. Progress Monitoring 1 (PM1)
2. Progress Monitoring 2 (PM2)
3. Progress Checks/Standards Based Unit Assessments
4. Classroom-based data

It should be noted that Sunshine Elementary Schools will participate in data chats twice a month where teachers will be asked to analyze various data points with a focus on the target group of Black/African American students

Person responsible for monitoring outcome:

Allison Kimball (allison.kimball@ocps.net)

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.)

For this area of focus, Sunshine Elementary School will implement the following:
- Differentiated instruction within Tier 1, 2 and 3 instruction
- Student engagement strategies
- Acceleration model
- Schoolwide SIPPS and Heggerty implementation (this will be an effective intervention for all focus subgroups)

SIPPS and Heggerty will support foundational reading skills which will be helpful in both ELA and math.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The above strategies will help teachers to facilitate participation and meaning making as well as monitoring strategies to ensure student engagement. The school is focusing on the development of academic vocabulary as well as phonic and phonemic awareness. SIPPS and Heggerty will support foundational reading skills.

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.

After PM1, identify our target group of students who are in greatest need of support. These students are those who are attending school (not attendance concerns) and those with the biggest need for improvement with scores.

Person Responsible: Allison Kimball (allison.kimball@ocps.net)

By When: September 2023

Provide the target group of students additional in-classroom and out of classroom support. Continuously using SIPPs and Heggerty to support the students.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: Fall 2023 - Spring 2024

With each PM assessment that students take we will be revising and adjusting our list of target students based on need. We will also use classroom data and teacher recommendations to support this list of target students.

Professional Development will be conducted around this goal and Tuesday data meetings will be used when needed to analyze data surrounding this goal and subgroup.

Person Responsible: Marschar Alexis (marschar.alexis@ocps.net)

By When: Fall 2023- Spring 204

In Grades 2-5, Sunshine Elementary School will be implementing a walk to RTI process that will also support these target students.

Person Responsible: Kimberly Robinson (kimberly.robinson@ocps.net)

By When: Fall 2023 - Spring 2024

At the end of the school year, the leadership team will reflect on the supports & interventions that were put in place with this target group and make any adjustments moving forward to the 2024-2025 school year

Person Responsible: Alma Lazarini (alma.lazarini@ocps.net)

By When: Spring and Summer 2023

#4. 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.

As an ATSI school, this area of focus is due to being below the 41% federal index for the subgroup of students with disabilities.

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

During the 2022-2023 school year, Sunshine Elementary had 15% proficiency for English Language Learners on Spring Statewide Assessments. Our goal for the 2023-2024 school year is to increase that proficiency by 5%, increasing to 20% proficiency. Although this value will still have us below the ATSI index of 41%, we plan to continue this goal during the 2024-2025 school year making incremental progress towards that ultimate goal.

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

Sunshine Elementary School will monitor this desired outcome during the 2023-2024 school year through the following methods:
1. Progress Monitoring 1 (PM1)
2. Progress Monitoring 2 (PM2)
3. Progress Checks/Standards Based Unit Assessments
4. Classroom-based data

It should be noted that Sunshine Elementary Schools will participate in data chats twice a month where teachers will be asked to analyze various data points with a focus on the target group of students with disabilities

Person responsible for monitoring outcome:

Kimberly Robinson (kimberly.robinson@ocps.net)

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.)

For this area of focus, Sunshine Elementary School will implement the following:
- Differentiated instruction within Tier 1, 2 and 3 instruction
- Student engagement strategies
- Acceleration model
- Schoolwide SIPPS and Heggerty implementation (this will be an effective intervention for all focus subgroups)

SIPPS and Heggerty will support foundational reading skills which will be helpful in both ELA and math.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The above strategies will help teachers to facilitate participation and meaning making as well as monitoring strategies to ensure student engagement. The school is focusing on the development of academic vocabulary as well as phonic and phonemic awareness. SIPPS and Heggerty will support foundational reading skills.

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.

After PM1, identify our target group of students who are in greatest need of support. These students are those who are attending school (not attendance concerns) and those with the biggest need for improvement with scores.

Work alongside special education teachers in identifying students with the most need for support.

Person Responsible: Lizette Osuna Santiago (124785@ocps.k12.fl.us)

By When: September 2023

Provide the target group of students additional in-classroom and out of classroom support. Continuously using SIPPs and Heggerty to support the students.

Work alongside special education teachers in providing support based on their school-based schedule

Person Responsible: Lizette Osuna Santiago (124785@ocps.k12.fl.us)

By When: Fall 2023- Spring 2024

With each PM assessment that students take we will be revising and adjusting our list of target students based on need. We will also use classroom data and teacher recommendations to support this list of target students.

Professional Development will be conducted around this goal and Tuesday data meetings will be used when needed to analyze data surrounding this goal and subgroup. Utilize staffing specialist and special education teachers in providing professional development so that it is relevant.

Person Responsible: Lizette Osuna Santiago (124785@ocps.k12.fl.us)

By When: Fall 2023-Spring 2024

In Grades 2-5, Sunshine Elementary School will be implementing a walk to RTI process that will also support these target students.

Person Responsible: Kimberly Robinson (kimberly.robinson@ocps.net)

By When: Fall 2023 - Spring 2024

At the end of the school year, the leadership team alongside special education teachers will reflect on the supports & interventions that were put in place with this target group and make any adjustments moving forward to the 2024-2025 school year

Person Responsible: Alma Lazarini (alma.lazarini@ocps.net)

By When: Spring and Summer 2023

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).

Currently Sunshine Elementary has formed a curriculum and instruction committee to utilize human resources to provide support to teacher in needs and well as pull students for additional instructional support. Should the school receive additional funds, these will be used supplemental curriculum and teacher's salaries for afterschool tutoring.

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

Sunshine Elementary School uses SIPPs and Heggerty with K-2 students. Additionally we will be focusing on foundational skills for students who are below a Level 3.

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

Sunshine Elementary School will focus on foundational skills in Grade 3 for students who are below a Level 3. We will develop vocabulary and writing skills within Grades 3-5.

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

For ELA, Sunshine Elementary School our summary ELA data is below:

Kindergarten: 95% below a Level 3
Grade 1: 88% below a Level 3
Grade 2: 84% below a Level 3

For the 2023-2024 year, our goal is to decrease the percentage of students in each grade who are scoring at or below a Level 3 by 3.5% by our end of year administration. Below are our goal projections:

Goal for EOY 2023-2024
Kindergarten: 91.5% below a Level 3
Grade 1: 84.5% below a Level 3
Grade 2: 80.5% below a Level 3

Grades 3-5 Measurable Outcomes

For ELA, Sunshine Elementary School our summary ELA data is below:

Grade 3: 58% below a Level 3
Grade 4: 52% below a Level 3
Grade 5: 58% below a Level 3

For the 2023-2024 year, our goal is to decrease the percentage of students in each grade who are scoring at or below a Level 3 by 3.5% by our end of year administration. Below are our goal projections:

Goal for EOY 2023-2024
Grade 3: 54.5% below a Level 3
Grade 4: 48.5% below a Level 3
Grade 5: 54.5% below a Level 3

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.

Sunshine Elementary School will monitored for the desired outcome in the following ways:
- Standards Based Unit Assessments
- All district and statewide assessments
- Exact Path
- School-based assessments

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Robinson, Kimberly, kimberly.robinson@ocps.net

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?

-SIPPs
-Heggerty
-Learning A to Z
- Exact Path
- Imagine Learning
-FAST STAR & FAST Cambium
-Easy CBM

All of the above identified evidence-based practices/programs align with B.E.S.T. ELA Standards.

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 above evidence-based practices align with our K-12 comprehensive evidence-based reading plan. The identified evidence-based practices/programs show provent record of effectiveness for our target populations at Sunshine Elementary.

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
Created a literacy leadership team which will meet monthly to discuss data and make any adjustments to our intervention plans.	Alexis, Marschar, marschar.alexis@ocps.net
Literacy coaching - leadership team conducts coaching walks on a daily basis to determine trend data and actionable next steps.	Colon, Lindsey, 49328@ocps.k12.fl.us
Assessment - school created assessments to monitor proficiency with benchmarks throughout the year.	Alexis, Marschar, marschar.alexis@ocps.net