

The School District of Palm Beach County

Sunrise Park 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	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Sunrise Park Elementary School

19400 CORAL RIDGE DR, Boca Raton, FL 33498

<https://spes.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Sunrise Park Elementary School community is dedicated to providing a high-quality education with excellence that empowers all of our students to reach their academic potential, Our staff is committed to promoting the knowledge and skills necessary for students to be global citizens who are college and career ready.

Provide the school's vision statement.

At Sunrise Park Elementary, every student will receive differentiated instruction across all curriculum areas. As a school, small group work will continue to be our focus. Reading and writing will occur throughout the school day and not just during specified curriculum times. Sunrise Park staff are truly committed to their own professional growth in order to ensure that we meet the needs of our diverse student population. Sunrise Park will continue to offer an inclusive learning environment where all students' needs and abilities are accepted and furthermore celebrated. Enrichment activities will be offered across a variety of areas and settings, based upon student needs and personal interests, in order to further develop a strong love of learning within our student population.

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
Menschel, Kristin	Principal	<p>Kristin Menschel, the Principal of Sunrise Park Elementary will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. Mrs. Menschel will oversee the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. Mrs. Menschel will oversee PLCs in which discussion around best practices and school district recommended resources/materials. Mrs. Menschel will ensure staff is working to deepen the knowledge of understanding standards. She will engage faculty, students, parents, and the community members in understanding the vision of academic success and ensure our students are college and career ready. In addition, Mrs. Menschel will hire and retain highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Menschel must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Caldovino, Christina	Assistant Principal	<p>The Assistant Principal, Christina Caldovino: supports the principal at Sunrise Park Elementary in providing a common vision for the use of data based decision-making to ensure: a sound, effective academic program is in place. Christina ensures all students have equitable access to equal opportunities to learning in a safe environment.</p> <p>As the AP, Christina works with the school officer to ensure Sunrise Park is a place that is safe. She facilitates the conversation for the CRISIS Response Team and holds monthly safety meetings with key members of our school. Christina leads our ESP program. Which welcomes and supports new teachers.</p>
Lillie, Anna	Teacher, ESE	<p>Anna Lillie Young an ESE Coordinator, she assists the guidance counselor in supporting students who display need in the areas of social and emotional behavior. They provide interventions and support teachers and families to ensure the child's academic, emotional, behavioral, and social successes. She runs IEP meetings and ensures our ESE students needs or being met.</p> <p>Anna is also the SBT Team Leader. She 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</p>

Name	Position Title	Job Duties and Responsibilities
		professional development; and provides support for assessment and implementation monitoring.
Koufellow, Georgia	Behavior Specialist	The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
Woonton, Sandy	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

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 School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in

conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Parents- our parents work extremely hard to support Sunrise Park. This year they jumped in to help our car line in the morning. We have parents get here as early as 7:15 to ensure car line can move so that teachers are not stuck in the car line and stressed before they walk into the building. They attend PTA and SAC meetings in order to stay connected to the current events happening each and every year.

Teachers- our teachers are our back bone. They are the front lines to our community and to our students. They work extremely hard on developing their relationships through parent conferences, daily communication, our facebook and parent link.

SIP Monitoring

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Imagine Learning, FAST Progress Monitoring, Florida Standard Assessments, , and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts).

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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	38%
2022-23 Economically Disadvantaged (FRL) Rate	38%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: 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	0	22	31	24	31	17	0	0	0	125
One or more suspensions	0	1	2	2	1	5	0	0	0	11
Course failure in English Language Arts (ELA)	0	17	47	41	13	17	0	0	0	135
Course failure in Math	0	7	15	25	11	16	0	0	0	74
Level 1 on statewide ELA assessment	0	0	0	0	13	15	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	0	10	14	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	3	4	4	13	15	0	0	0	40

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	8	23	28	18	22	0	0	0	99

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	1	1	2	0	0	0	0	0	0	4
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	38	37	35	19	19	33	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	12	30	16	15	20	17	0	0	0	110
Course failure in Math	11	17	3	8	9	9	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	7	16	8	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	6	14	15	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	5	2	2	14	15	0	0	0	45

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	10	20	6	9	19	19	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	3	6	4	5	0	0	0	21
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	38	37	35	19	19	33	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	12	30	16	15	20	17	0	0	0	110
Course failure in Math	11	17	3	8	9	9	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	7	16	8	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	6	14	15	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	5	2	2	14	15	0	0	0	45

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	10	20	6	9	19	19	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	3	6	4	5	0	0	0	21
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*	72	53	53	83	59	56	82		
ELA Learning Gains				76			76		
ELA Lowest 25th Percentile				71			71		
Math Achievement*	78	57	59	82	53	50	81		
Math Learning Gains				74			70		
Math Lowest 25th Percentile				68			50		
Science Achievement*	66	54	54	70	59	59	65		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	75	56	59	71			67		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	595
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	48			
ELL	62			
AMI				
ASN	97			
BLK	58			
HSP	63			
MUL	79			
PAC				
WHT	81			
FRL	65			

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	61			
ELL	65			
AMI				
ASN	92			
BLK	73			
HSP	69			

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	100			
PAC				
WHT	78			
FRL	67			

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	72			78			66					75
SWD	47			45			41				5	41
ELL	60			60			38				5	75
AMI												
ASN	93			100							2	
BLK	47			68			60				3	
HSP	63			69			52				5	65
MUL	86			71							2	
PAC												
WHT	76			82			70				5	100
FRL	62			67			60				5	66

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	83	76	71	82	74	68	70					71
SWD	66	66	55	62	67	69	39					60
ELL	64	66	58	67	71	71	48					71
AMI												
ASN	92			92								

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	71	72		68	81							
HSP	73	76	70	72	68	59	63					73
MUL	100			100								
PAC												
WHT	88	76	74	87	75	76	73					73
FRL	74	74	64	69	68	68	53					63

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	82	76	71	81	70	50	65					67
SWD	71	63	64	70	55	40	38					50
ELL	59	55	50	66	79		50					67
AMI												
ASN	85			92								
BLK	73	60		63	50		50					
HSP	74	68	75	72	62	46	60					61
MUL	91			82								
PAC												
WHT	87	82	81	86	75	56	69					90
FRL	68	72	63	70	69	44	55					52

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	71%	56%	15%	54%	17%
04	2023 - Spring	76%	58%	18%	58%	18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	48%	24%	50%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	84%	57%	27%	59%	25%
04	2023 - Spring	75%	52%	23%	61%	14%
05	2023 - Spring	73%	56%	17%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	51%	13%	51%	13%

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 comparing data from FY22 FSA to FY23 FSA

School Wide Data: FY22 To FY23

- ELA Achievement-83% to 75%, negative difference of 8%
- ELA Learning Gains Achievement-FY19- 77% to 76%, a negative difference of 1%
- ELA Low 25 Gains-FY19-76 % to a 71%, a negative difference of 5%
- Math Achievement- 82% to 83%, positive of 1%
- Math Learning Gains - FY19- 82% to 74% a negative difference of 8%
- Math Low 25-FY19- 76% to 68%, a negative difference of 8%
- Science Achievement- 73% to 64%, negative difference of 9%

Grade Level Data FY22 FSA

- ELA Prof FY22 to 23 Math Prof FY22 to FY23
- 3- 83% to 73% (-10 difference) 3- 86% to 85% (-1 difference)
- 4- 80% to 78 (-2% difference) 4- 78% to 71% (-7 difference)
- 5- 84% to 73% (-11 difference) 5- 85% to 77% (-7% difference)
- 6- 100% stayed 100% (from FY19 tp FY23)

The past year and a half at SPES as tested our school. The new assessment format of being computer based has been a struggle. However, we continued to pride ourselves in focusing on student needs to remediate & enrich as needed. We attribute our progressive increases to our strategic PLCs, where we review and analyze data to ensure effective planning.

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

Reflecting on our subgroup areas of our FY22 FSA data, we show the following.

SWD Females subgroup saw a loss in the area of ELA from FY22 to FY23 from 70% to 16%. This same subgroup dropped in math from 59% to 26%.

SWD males subgroup saw a minor loss in the area of ELA from FY22 to FY23 from 52% to 40%. Same subgroup saw a minor loss in math from 49% to 43%.

Grade level weaknesses:

Grade 3 ELA overall dropped FY 22 85% to 73%.

Grade 5 ELA overall dropped FY22 84% to 73%.

Reflecting on this data, we need to increase focus on our small group instruction in ELA. From this data, we found that Science was still the lowest performance area which aligns with our focus from last year and our goals this year to continue to increase our Science proficiency.

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.

Statewide Science was at 51% while Sunrise Park is at a 64%. Subgroups: ELL 18%, ESE 40%. Hispanic is 52% while white is 68% proficiency.

Science

1. Time

After meeting with our Science teachers in 5th grade we found the contributing and commonly cited issue among the team was time to teach the content. The Science teachers feel strongly that we need to be able to provide them at least 45-60 mins to fully teach the Science content for not only 5th grade but the previous grade as well.

2. Lack of Science Fairgame standards taught in previous grades.

As a school, we need to be ensure we are tracking what is taught in Benchmark with Science and using their materials in small group reading as they have a Science content, and in FBS we incorporate some Science standards to really ensure our students background knowledge is built from the beginning. We plan to continue to support all grades with Science. Fifth grade Science teachers share resources, lesson ideas, provide mentoring & coaching to help their peers.

3. Incorporating Science on the fine arts wheel. We will converted our technology position to a STEAM/ Science Coach position. Mrs. Silver will attend all K-5 PLCs and work with teachers to infuse more science (specifically the air game standards into their instruction). Mrs. Silver will be teaching fair game standards K-5 in 30 science block on the wheel.

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

Historically we are a school that shows improvement. As seen below.

Data Strengths:

Increased ELA proficiency overall by 4% points (79% to 83%)

Increased 8% in overall Science proficiency from FY 19-FY 22 (62% to 70%), 5% points from FY 21 to

FY 22 where most SDPBC experienced a decline in this area.

Tied for #11 in the elementary schools overall accountability cell points based on FSA data.

Grade 3 overall ELA saw an increase of 8% points from FY 19 to FY 22. We were ranked #9 in the district overall in comparison with other SDPBC elementary schools,

Grade 3 Math overall proficiency saw an increase of 7% from FY 19 to FY 22 (79% to 86%)

Grade 5 ELA overall saw significant increases from FY 19 to FY 22: 73% to 84%, an increase of 11% points.

Grade 5 Math proficiency overall increased from FY 19 at 75% to 85% FY 22.

All AMP students were proficient in grade 6 math.

Science overall proficiency went from 62% proficient in FY 19, FY 21 65%, to 70% FY 22.

Double down in grade 4 ELL homeroom saw significant success: ELA proficiency 76%, LG 72%, LG L25 60% & Math proficiency: Math proficiency 88.9%, LG 73.9, L25 77 %

Hispanic subgroup increased 3% in the area of Science FY 21 to FY 22, Up 13.3% in the area of Math L25, Increased 6% in overall Math gains, ELA saw an increase from 68.4 to 76.3% in the overall ELA gains with our Hispanic population.

However, FY23 we will celebrate our 5th AMP maintaining 100% proficiency (since FY19 this has been trend). We will continue to develop our combo classes where 4th grade students will receive both 4th and 5th math instruction.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

ND- For grades 2 and 3 in ELA and Math.

Attendance numbers in grades 2 and 3 above 20 students missing 10% or more days.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

Our school plans to continue our focus on increasing teachers' knowledge on teaching guided reading effectively and with purpose. Building capacity among teachers to create small coaching cycles through instructional walks and the use of our Teacher Leaders as coaches

-Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities, and data chats with teachers and students.

-Resources and strategies will be aligned to grade-level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.

-Our in-school, during the school day tutorial program ensured student participation and success.

- Common PLCs ESOL and ESE teachers to incorporate more standard-based instruction aligned to what students are seeing while still working to develop academically and oral language experiences (ELLs) by providing targeted differentiated instruction. We will ensure teachers focus on developing and utilizing "Go to Strategies" during PLCs. Our goal is to support both subgroups during the continuous improvement journey.

-Science proficiency rates should not be this low with 84% of our grade 5 students being proficient in reading. Team needs to develop a triage plan to address this significant weakness. We will get creative

with the schedule and use Fine Arts times to supplement instruction. STEAM coach will continue to highlight and review pertinent materials/fair game benchmarks with all teachers in grade 5. He will also track performance through PM Unify in order to supplement weak standards using supplementary materials.

Area of Focus

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

#1. Instructional Practice specifically relating to Science

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.

When comparing data from FY22 FSA to FY22 FSA

School Wide Data: FY22 To FY23

- ELA Achievement-83% to 75%, negative difference of 8%
- ELA Learning Gains Achievement-FY19- 77% to 76%, a negative difference of 1%
- ELA Low 25 Gains-FY19-76 % to a 71%, a negative difference of 5%
- Math Achievement- 82% to 83%, positive of 1%
- Math Learning Gains - FY19- 82% to 74% a negative difference of 8%
- Math Low 25-FY19- 76% to 68%, a negative difference of 8%
- Science Achievement- 73% to 64%, negative difference of 9%

Grade Level Data FY22 FSA

- ELA Prof FY22 to 23 Math Prof FY22 to FY23
- 3- 83% to 73% (-10 difference) 3- 86% to 85% (-1 difference)
- 4- 80% to 78 (-2% difference) 4- 78% to 71% (-7 difference)
- 5- 84% to 73% (-11 difference) 5- 85% to 77% (-7% difference)
- 6- 100% stayed 100% (from FY19 tp FY23)

This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Measurable Outcome:

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

For FY24, Sunrise Park will increase 5th grade students showing Science Proficiency from 64% to 70% as measured by the FSA Science Assessment.

Teacher practice outcome: By November, 70% of our teachers should be effectively utilizing small group differentiated instruction to ensure all students are receiving a double down model of support.

Teacher practice outcome: By February, 100% of our teachers should be effectively utilizing small group differentiated instruction to ensure all students are receiving a double down model of support.

Monitoring:

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

FSQs, USAs, student work samples and observations during labs are our key monitoring strategies. Our science coach will be working side by side with teachers in PLC to examine this data and ensure effective planning for reteaching when needed. Classroom observation walks will be done by admin.

Person responsible for monitoring outcome:

Kristin Menschel (kristin.menschel@palmbeachschools.org)

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.)

1. Planning direct instruction in PLCs on the Fair Game Standards and using guided reading (in reading) to help support the science content K-5.

2. Students will be re-mediated and enriched in after school tutorial through blended learning opportunities using adaptive technology; For example, Stemscoptes, Generation Science, IXL, and Mystery Science.
3. Side by side coaching with our Science Coach with push in support approach closer to testing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Strategic Planning in PLCs will ensure that all staff teaches the standards they are responsible for within their grade level. (Fair game standards).
2. After school tutorials provide an additional opportunity for students be provide with enrichment and remediation. Using technology helps with student engagement.
3. Use of the coaching cycle to increase teacher capacity K-5 in Science.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Planning in PLCs
 - a. Identify current students and assess to determine current academic reading level.
 - b. Professional Development on the Fair Game Science Standards.
 - c. Fluid iii groups will be established across all grade levels with a focus on Science content.
 - d. Individual grade and content levels will develop Wildly Important Goals (WIGS) to target the instruction all students' towards Science proficiency.
 - f. Monitoring will occur through classroom walks, observations, informals and formals, lesson plan checks, and admin being apart of all PLCs.

Person Responsible: Kristin Menschel (kristin.menschel@palmbeachschools.org)

By When: August 2023-May 2024

2. Tutorials
 - a. Provide PD around best practices for teachers
 - b. Club Discovery for the ELL/ESE population
 - c. Morning tutorials including morning computer lab.
 - d. After school tutoring for students who participate in the Schools after care program.
 - e. After school Boot Camps will also take place to target specific instructional clusters that are deficit.
 - f. Monitoring will occur through tutorial walk throughs and IFC (instructional focus calendars)

Person Responsible: Kristin Menschel (kristin.menschel@palmbeachschools.org)

By When: August 2023-May 2024

3. Scheduling
 - a. Ensuring that Science has 45 minutes of content teaching and 15 minutes of review.
 - b. 15 minute whole group then rotation model of small group. (2 small groups a day)

Person Responsible: Kristin Menschel (kristin.menschel@palmbeachschools.org)

By When: August 2023-May 2024

4. Coaching
 - a. Ensuring our Science coach can attend all PLCs in relation to science planning

- b. Ensuring Science coach has time in his schedule to review data
- c. Working side by side with our science coach to tier teachers in order to create a coaching cycle

Person Responsible: Kristin Menschel (kristin.menschel@palmbeachschools.org)

By When: August 2023-May 2024

#2. Positive Culture and Environment specifically relating to Other

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.

In alignment to the District’s Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

SEQ data shows that there was one area of concern (in red below 70%) from students. "Students in this school respect each other."

Measurable Outcome:

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

By FY24 SEQ data should show all green areas from student feedback.

Monitoring:

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

We will review our SwPBS matrix with students. Classroom walkthroughs will occur. BHP will monitor and mediate in classrooms and during small group. SLL will continue on the fine arts wheel and all classes will rotate though this fine arts.

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.)

SLL strategies
SwPBS
Florida State Statute required

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
2. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
3. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.
4. SLL: supports students in learning the skills needed for life and learning.

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.

SWPBS

Provide teachers with professional development to understand SWPBS

Ensure all expectations are clearly explained and understood

Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

Monitor executions and implementation with fidelity.

Person Responsible: Christina Caldovino (christina.caldovino@palmbeachschools.org)

By When: August 2023 to May 2024

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Christina Caldovino (christina.caldovino@palmbeachschools.org)

By When: August 2023-May 2024

a. SwPBS matrix presented to parents at Curriculum Night, SAC, and PTA

b. Teachers and parents reinforce expected behaviors in and out of the class through positive rewards

c. Trimester celebrations are held- parents get invitations for this.

d. Use of social media, Parentlink, community newsletter to keep parents informed of attendance/school wide expectations.

Person Responsible: Christina Caldovino (christina.caldovino@palmbeachschools.org)

By When: August 2023-May 2024

This occurs during our Fine Arts time. Students attend SLL where they learn life and learning skills for everyday success.

Person Responsible: Christina Caldovino (christina.caldovino@palmbeachschools.org)

By When: August 2023-May 2024