

Broward County Public Schools

Sunfire High School



2023-24

Schoolwide Improvement Plan (SIP)

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Sunfire High School

2360 W OAKLAND PARK BLVD, Oakland Park, FL 33311

sunfirehigh.com

School Board Approval

This plan was approved by the Broward County School Board on 10/20/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of SunFire High Schools is to provide our students with a safe and nurturing learning environment that will help them achieve their goals—both academically and personally. We believe that by working with families and the community, all students can achieve their maximum potential. We are committed to working together to provide each student with the best possible education while instilling in every student the belief that they can succeed and become responsible, contributing members of society.

Provide the school's vision statement.

The vision of SunFire High Schools is to ensure that students are prepared both socially and academically for their post high school career or educational pathway through the educational, mentoring, and counseling opportunities provided by the school. We envision that our students will become successful members of the community, and who possess a strong academic foundation combined with a set of values and principles that guide their lives in a positive and meaningful way

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
Naukana, DeeEtte	Director of Education	Maintenance and Facility Management , Beginning Teachers Educator Support Program for Teachers New to the Profession, Athletics, Community Service, Graduation: Ceremony, Diplomas, Program and Rehearsal.
Lovely, Martie		Mrs. Lovely assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities.
Timmis, Melani	ESE Specialist/ ELL Compliance	All ESE IEPs, SAT/ACT/F.A.S.T./FSA/EOC testing accommodations for assigned 504 plan and ESE plan, DCF/DJJ Transition Point of Contact, McKinney Vento Campus Contact
Williams, Stephen		Provides instructional support to all reading, ELA teachers, Math teachers, Science Teachers, social Studies Teachers and students by co-teaching, mentoring, and modeling in classrooms. Provides support for continual assessment development and the collection, management, and analysis of data.
Strong, Natalie		College Applications/Recommendations, Classroom Presentations, College essays, Interview Preparation, University Appeals, VAL/SAL speeches, College Visits/Fieldtrip, Coordinate College Signing Day, Graduation Caps and Gowns for Students and Faculty, Scholarship Bulletin, College Application, Bright Futures Scholarship and Common App Recommendation

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.

Stakeholders are an essential component of the learning community and provide feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Council (SAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

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 SIP will be monitored regularly by the curriculum leadership team as we use the assessment plan to monitor student achievement and surveys to gather feedback from stakeholders to plan for ongoing professional development, family engagement opportunities, and adjustments to student interventions. Stakeholders will have the opportunity to review the SIP and provide input on goals and action steps quarterly throughout the school year. Specifically, Stakeholders will meet at the end of the 23-24 school year to analyze the data from PM 3 and set goals for the up coming 24-25 school year. After the assessments of PM 1 in August of school year 24, stakeholders will meet to review the data to determine if the interventions planned for PM 1 were effective or not and to modify those interventions for PM 2, if necessary. Stakeholders will repeat this process during the assessment periods in November and December and before the assessment period May of 2024. The SIP will be revised based upon what the data show are areas of concern for the school overall and for each ESSA subgroup.

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)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)* Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: COMMENDABLE
DJJ Accountability Rating History	

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*	5	50	50	3	52	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	9	36	38	0	41	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		60	64		35	40			
Social Studies Achievement*	9	66	66	5	51	48			
Middle School Acceleration					50	44			
Graduation Rate	15	90	89	35	54	61	38		
College and Career Acceleration	0	61	65	8	66	67	16		
ELP Progress		50	45						

** 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)	CSI
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	38
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	46
Graduation Rate	15

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	51
Total Components for the Federal Index	5
Percent Tested	80
Graduation Rate	35

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	17	Yes	4	4
ELL				
AMI				
ASN				
BLK	11	Yes	4	4
HSP	33	Yes	1	
MUL				
PAC				
WHT				
FRL	13	Yes	4	4

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	22	Yes	3	3
ELL				
AMI				
ASN				
BLK	12	Yes	3	3
HSP	50			
MUL				
PAC				
WHT				
FRL	21	Yes	3	3

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	5			9				9		15	0	
SWD											1	
ELL												
AMI												
ASN												
BLK	12							10			3	
HSP											1	
MUL												
PAC												
WHT												
FRL	13										2	

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	3			0				5		35	8	
SWD										22		
ELL												
AMI												
ASN												
BLK	8			0						28	13	
HSP										50		
MUL												
PAC												
WHT												
FRL										32	9	

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										38	16	
SWD										25		
ELL												
AMI												
ASN												
BLK										41	19	
HSP										36		
MUL												
PAC												
WHT												
FRL										38	17	

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
10	2023 - Spring	9%	49%	-40%	50%	-41%
09	2023 - Spring	8%	49%	-41%	48%	-40%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	48%	-48%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	46%	-46%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	63%	-57%	63%	-57%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	62%	-52%	63%	-53%

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 2018-19 was the English language learners (ELLs) in English Language Arts. This data component showed 26% learning gains, while Black/African Americans had 44% learning gains and Hispanic students showed 31% learning gains. Not enough data exists for this group for mathematics, science, or Social Studies.

The major contributing factor to last year's low performance by ELLs could be attributed to our ELL specialist having to also serve as ESE specialist and Guidance Counselor. This division of attention may

have diminished the quality of service rendered to ELLs last year. In addition, another contributing factor to this groups decline was the introduction of a new reading/writing program that replaced another that the school used. Our school's ELA teacher is trained in the implementation of benchmark-aligned instruction and teaches in-field. Interventions were provided to students in the form of supplemental work and pull-out instruction based on need. Data was analyzed from formal and informal assessments were used as well as data from Read 180.

In 2021-22, economically disadvantaged students showed the lowest performance. This group only had 29% learning gains. This poor performance was due to historic sporadic and poor attendance.

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

The data component that showed the greatest decline was economically disadvantaged students. In 2018-19, this data component had 41% learning gains in ELA; however, in 2021-22, there was a 12% decline in learning gains to 29%. There was not enough data to analyze gains or losses in math, social studies, or science for either school year.

The decline in ELA gains can be attributed to sporadic and poor attendance by this data component.

Another contributing factor to this groups decline was the introduction of a new reading/writing program that replaced another that the school used. Our school's ELA teacher is trained in the implementation of benchmark-aligned instruction and teaches in-field. Interventions were provided to students in the form of supplemental work and pull-out instruction based on need. Data was analyzed from formal and informal assessments were used as well as data from Read 180.

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 data component that showed the greatest gap when compared with the state average was the Non-economically disadvantaged students in the subject of math. 100% of this group are at level 1, while the state average for level 1 is 18%.

The non-economically disadvantaged groups has access to resources that their counterparts may not, such as tutoring, access to the internet, etc., it seems that groups economic advantage did not help them as it would be assumed it would. For example, the Covid-19 Pandemic also plays into this group's gap with the state average. During the pandemic, schools were closed, yet classes were held virtually. Even though this group had access to the resources to be successful during this time, they were not.

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

From school years 2018-19 to 2021-22, there was no data component that showed any measurable improvement. Although the school has has two teachers with their reading credentials, the actual reading teacher is began teaching this subject area for the first time in the 2021-2022 school year. For the 2023-24 school year, our school plans to ensure that every teacher is reading endorsed in order to lend support to the reading teacher by implementing reading strategies in the classroom (Reading Across Curriculum).

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

N/A

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

The two highest priorities are the following: 1. To improve the proficiency levels of our economically disadvantaged students in ELA to be comparable to the district and the state. 2. To improve the proficiency levels of our non-economically-disadvantaged students in math to be comparable to the district and state.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of focus for Hispanic students is to ensure that all students have the means and support to understand the material and complete the coursework to make gains in their classes. Hispanic students are all provided with the same opportunities and support aides to allow for them to be successful in school and build their understanding and vocabulary skills of the English language.

Measurable Outcome:

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

Our school will implement strategies and/or interventions for Hispanic students so that they can understand the material more efficiently and complete classes in order to graduate with their high school diploma. To achieve this outcome, by May of 2024, student ELA achievement will increase by 15%.

Monitoring:

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

This area of focus will be monitored by identifying which interventions listed below are the most beneficial for Hispanic students. Each area of intervention will be reviewed to identify the strategies that work best for the Hispanic population at our school. Data from intervention programs will be utilized regularly.

Person responsible for monitoring outcome:

Melani Timmis (mtimmis@sunfirehigh.com)

Evidence-based Intervention:

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

There are different interventions and strategies that can take place in making sure that all Hispanic students are getting the help they need to be successful. These interventions include:

- Make simplified language for coursework/assessments.
- Provide notes to students in simplified terms.
- Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.
- Provide a glossary of terms for a better understanding.
- Provide an auditory component for all materials and assignments.

Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reason for applying these interventions to the Hispanic students at our school is because they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to complete classes and understand the material that is being taught. Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional needs.

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.

There are different interventions and strategies that can take place in making sure that all Hispanic students are getting the help they need to be successful. These interventions include:

- Make simplified language for coursework/assessments.
- Provide notes to students in simplified terms.
- Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.
- Provide a glossary of terms for a better understanding.
- Provide an auditory component for all materials and assignments.

Establish diagnostic schedule for Exact Path

Train teachers on Exact Path/Study Island

Monitor and utilize actionable data from Exact Path and Study Island weekly

Person Responsible: Melani Timmis (mtimmis@sunfirehigh.com)

By When: June 30, 2024

#2. 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.

In the 2021-22 school year, in ELA Black/African-American students only achieved 38% learning gains, 76.9% of these students achieved a level one on the state assessments. Therefore, our area of focus in the 2023-24 school year will be to increase the vocabulary and writing skills of our Black/African-American students. The rationale for this area of focus is that many students of this subgroup are low in these areas due to poor academic performance and/or due to a language barrier.

Measurable Outcome:

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

Our school will implement strategies and/or interventions for Black/African-American students so that they can understand the material more efficiently in order to raise their proficiency levels on state assessments. To achieve this outcome, by May of 2024, student ELA achievement will increase by 25%.

Monitoring:

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

This area of focus will be monitored by identifying which interventions listed below are the most beneficial for Black/African-American students. Each area of intervention will be reviewed to identify the strategies that work best for the Black/African-American population at our school. Data from intervention programs will be utilized regularly.

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.)

There are different interventions and strategies that can take place to make sure that all Black/African-American students are getting the help they need to be successful. These interventions include:

- Make simplified language for coursework/assessments.
- Provide notes to students in simplified terms.
- Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.
- Provide a glossary of terms for a better understanding.
- Provide an auditory component for all materials and assignments.

Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reason for applying these interventions to the Black/African-American students at our school is because they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to understand the material that is being taught raise their proficiency levels on state assessments. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional needs.

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.

Establish diagnostic schedule for Exact Path

Train teachers on Exact Path/Study Island

Monitor and utilize actionable data from Exact Path and Study Island weekly

Person Responsible: Stephen Williams (swilliams@sunfirehigh.com)

By When: June 30, 2024

#3. 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.

Students with disabilities (SWD) made 31% gains in ELA during the 21-22 school year. Not enough data exists in Math to make a determination concerning gains. Students with disabilities require a lot of attention, instruction, and repetition in order to accurately understand and complete assignments. Our area of focus for these students is to ensure that they have all the extra supports necessary to be successful in the least restrictive environment.

Measurable Outcome:

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

The overall outcome for our SWD is for them to complete their classes and obtain the required amount of credits to earn their standard high school diploma. The Area of focus for students is to ensure that all students have the means and support to understand the material and complete the coursework to make gains in their classes. SWD students are all provided with the same opportunities and support aides to allow for them to be successful in school and build their understanding and vocabulary skills of ELA. To achieve this outcome, by May of 2024, student ELA achievement will increase by 15%.

Monitoring:

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

In order to monitor our student population who has been diagnosed with a disability, our school will collect data on the different interventions and strategies stated as being helpful for these students. The most effective intervention will be identified in order to continue on the path of achievement of classes.

Person responsible for monitoring outcome:

Melani Timmis (mtimmis@sunfirehigh.com)

Evidence-based Intervention:

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

Evidence-based interventions and strategies that are implemented to help SWD achieve their greatest potential in the classroom include:

- Many practices with examples of acceptable answers.
- Differentiated instruction
- Behavioral and academic accommodations for struggling learners
- Positive reinforcements for course completion

Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above interventions and classroom strategies are used to help students with disabilities work towards ensuring their success in the classroom and completing their coursework to earn credit towards their high school graduation requirement. All of our strategies that we implement provide our struggling students with disabilities the opportunity to focus on their instruction with additional supports. The reason for applying these interventions to the SWD at our school is because they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to complete classes and understand the material that is being taught. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional needs.

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.

Evidence-based interventions and strategies that are implemented to help students with disabilities achieve their greatest potential in the classroom include:

- Many practices with examples of acceptable answers.
- Differentiated instruction
- Behavioral and academic accommodations for struggling learners
- Positive reinforcements for course completion

In addition, we will establish diagnostic schedule for Exact Path, Train teachers on Exact Path/Study Island, Monitor and utilize actionable data from Exact Path and Study Island weekly

Person Responsible: Melani Timmis (mtimmis@sunfirehigh.com)

By When: June 30, 2024

#4. ESSA Subgroup specifically relating to Economically Disadvantaged**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 the 2021-22 school year, students only achieved 29% of learning gains in Reading/ELA. Therefore, our area of focus in the 2023-24 school year will be to increase the vocabulary and understanding of Reading Across Genres and Reading Informational text. The rationale for this area of focus is that many students are low in these areas due to vocabulary and severe deficiencies in their understanding of the aforementioned standards.

Measurable Outcome:

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

Our school will implement strategies and/or interventions for economically disadvantaged students so that they can understand the material more efficiently in order to raise their proficiency levels on state assessments. To achieve this outcome, by May of 2024, student Reading/ELA achievement will increase by 15%.

Monitoring:

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

This area of focus will be monitored by identifying which interventions listed below are the most beneficial for Sunfire Students. Each area of intervention will be reviewed to identify the strategies that work best for the economically disadvantaged student population at our school. This area of focus will also be monitored by comparing the results of Progress Monitoring 1 and 2 in order to observe learning gains and outcomes. Students who are not on track to produce learning gains will receive additional interventions.

Person responsible for monitoring outcome:

Stephen Williams (swilliams@sunfirehigh.com)

Evidence-based Intervention:

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

There are different interventions and strategies that can take place to make sure that all students are getting the help they need to be successful. These interventions include:

- Make simplified language for coursework/assessments.
- Provide notes to students in simplified terms.
- Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.
- Provide a glossary of terms for a better understanding.
- Provide an auditory component for all materials and assignments.

Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reason for applying these interventions for the students at our school is because they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to understand the material that is being taught and raise their proficiency levels on state assessments. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional

needs.

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.

Establish diagnostic schedule for Exact Path

Train teachers on Exact Path/Study Island

Monitor and utilize actionable data from Exact Path and Study Island weekly

Person Responsible: Stephen Williams (swilliams@sunfirehigh.com)

By When: June 30, 2024

#5. 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.

For the 2021-2022 school year, the data show that Black/African Americans were the subgroup with the highest rate of chronic absenteeism (80.9%). The most important job for a school is to create an environment where students feel safe, supported engaged, and accepted. Students who are afraid of being bullied or fighting do not learn as well as they should. Negative emotions make it harder for students to process information and learn.

Conversely, learning flourishes when children feel emotionally and physically safe, when they know they are in a caring environment, and when they are challenged in their learning. Research has found that a positive school climate can improve students' academic achievement, attendance, engagement, and behavior. A positive school climate can also improve teacher satisfaction and retention.

Measurable Outcome:

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

School climate involves everyone connected to the school—students, teachers, support staff, administration, and parents. Therefore, it will be the goal of the school to reduce the percentage of chronic absenteeism of Black/African American students by 25% by May 15, 2024.

Monitoring:

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

This area of focus will be monitored by closely watching the attendance patterns and trends that are shown in our attendance data that relate to the subgroup in question. Specifically, Students are considered "off-track" by meeting the criteria for one or more of the following required indicators: A student's attendance below 80% (15+ total days). This Does not differentiate excused or unexcused absences. The school will also consider the time of year in which the absences occur. Another indicator will be if the student has one or more suspensions.

For all students meeting the criteria for two or more indicators* the school must: Convene a child study or other school-based team formed to determine appropriate interventions. Provide parents a minimum of 10 days written notice of the meetings' Purpose, Time, Location, and Opportunity to participate.

Person responsible for monitoring outcome:

Martie Lovely (mlovely@sunfirehigh.com)

Evidence-based Intervention:

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

Our evidence-based interventions assume that students can be divided into tiers reflecting the level of anticipated need for support. The strategies involve core principles: Monitor data, Engage students/families, Recognize good/improved attendance, Provide outreach/remove barriers.

Tier 1 = students whose good attendance can be maintained and cultivated as long as the universal, prevention-oriented supports provided.

Tier 2 = students who have a history of less than 5% (9 days) unexcused absences during the past 180 days) or face a risk factor (e.g. a chronic illness like asthma) that makes attendance more difficult and need a higher level of more individualized support in addition to benefiting from the universal support.

Tier 3 = students who are (5% /9+ days) unexcused absences during the past 180 days) and/or face a risk

factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The school's evidence-based interventions will take an RTI/PBIS approach, which assumes that students can be divided into tiers reflecting the level of anticipated need for support. RTI/PBIS is a problem-solving process where research-based interventions are provided to struggling learners interventions that are matched to the student's needs, and monitoring is continuous. Some key features of RTI are the use of data to make decisions,

Interventions based on research, Dependent on progress monitoring, Multidisciplinary team. Research-based Interventions. School-wide data informs interventions by evaluating their effectiveness.

Measurement of progress monitoring to assess progress toward meeting goals

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.

All teachers will complete the FLPBIS Project Canvas Training.

Person Responsible: Stephen Williams (swilliams@sunfirehigh.com)

By When: March 7, 2024

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

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).

SunFire High School is identified as a CSI school and therefore will collaborate with the district and stakeholders in using data to review resources and determine the needs of the school in comparison with other schools in the district. This process will include a review of the use of the school's resources supported by all funding sources (federal, state and local) including both general funds and funds dedicated to school improvement activities. As part of this comprehensive needs assessment process, resource allocation based on needs will be prioritized. Additionally, collaborative discussions will enable the school to consider available resources as part of the needs assessment process to inform evidence-based planning and final decisions

concerning allocation of resources. The effective use of funds will enable sustainable systems and strategies to support improved outcomes for each student.

A team of Stakeholders reviewed academic, behavioral, and attendance data, both from EOY 2022 and 2023, and ongoing progress monitoring. Stakeholders determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas, and underperforming subgroups. As the school improvement goals were established, the team determined that within the comprehensive needs assessment. For the 2023-2024 school year, grant monies were acquired to implement Summer School (6 weeks), Winter Break Enrichment (6 days) , Spring Break Enrichment (3 days). In addition, these grant monies have allowed the school to purchase supplement software that helps to monitor school improvement and the areas that were identified in the previous section. The software that was purchased includes Lexia, a reading enrichment software that assesses and monitors student progress in word study, grammar, and reading comprehension. Study Island and Exact Path were also purchased with grant monies. Study Island delivers independent practice and deploys targeted support with flexible tools. More than 600,000 standards-based items, including 12 technology-enhanced item types, are available in online practice sessions and printable worksheets. Marzano Research confirmed Study Island's effectiveness—students who spent at least 30 minutes per week practicing online experienced significantly more growth outcomes than those who did not.

In Exact Path, all students automatically receive a personalized learning path of pedagogically sound, self-paced K-12 curriculum. The 100% mobile-optimized, direct instruction and activities use a mastery learning approach to adapt to each student's needs and remediate with prerequisite Building Blocks as needed.

3rd party ESSA tier II research confirms that students who complete at least 8 skills show significant learning gains and with an investment of 40 minutes per week per subject, students will be on their way to improving academic achievement!