

Broward County Public Schools

Sunshine Elementary Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Sunshine Elementary Charter School

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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 Paragon Academy and Sunshine Elementary Charter School is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. The encouragement of our highly skilled faculty and staff and caring parents help to foster in our students a fascination with learning and a desire to become responsible contributing members of society. The following core philosophies have been established to help us attain our goals: Success is a continuous process, "Failure Is Not an Option".

Every person is entitled to a safe, comfortable, nurturing environment conducive to learning. Each student has the right to learn and experience individual success.

All students benefit by exploring cultural and social diversity in our community.

Students need curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles.

To Foster pride in academic achievement while developing the students' artistic abilities.

To promote the essential role of reading and literature to enable every student to succeed in school.

Provide the school's vision statement.

Paragon Academy of Technology and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

Paragon Academy of Technology and Sunshine Elementary Charter School's parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

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 |
|--------------------|------------------|---|
| Camurri, Alejandro | Principal | <p>The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.</p> |
| Laredo, Landy | Teacher, ESE | <p>ESE School Specialist, Support Lead for ESE Teachers and provides guidance and support to general education teachers to ensure that the students' IEP Goals are being met. He coordinates and Conducts IEP Meetings and staffing for students, ESE Student Support, and students' families.</p> |
| Miskell, Jane | Other | <p>She works collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessment. She provides operational support and fills staffing needs.</p> |
| Montes, Steven | Other | <p>He provides administrative support to the school, faculty and staff. Monitors grants and other funding sources such as Broward funds. He is the liaison between the School Board and the school administration.</p> |
| Opdam, Catherine | School Counselor | <p>LCSW: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school LCSW links child services and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The school counselor also works side by side with the Instructional Staff to assist with data collection, fidelity checks, and Rtl meetings.</p> |

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 principal Mr. Camurri assigned the following duties to the stakeholders:
 I & II. Mr. Camurri: uploads and submits the appropriate documents for the school’s SIP Plan.
 III. Mr. Knapp Reading Interventionist: Access the K-12 Reading plan on the Secondary ELA SharePoint site, review it with your school team and complete the list of names of who is responsible for each part of the plan.
 IV & VII Dr. Montes, our CEO, manages our budget and financial activities. He reviews the budget with our board and receives guidance and approval.
 V. Mr. Laredo ESE, Mrs. Miskell COO & Mr. Camurri.
 VI. Mrs. Opdam- Social Worker and Title 1 Liaison- plans.
 The student council for Paragon will speak on behalf of the students' needs and requests for the school improvement plan. Members of the student council will be invited to attend the school improvement meetings.

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))

We have instituted a periodic monitoring regimen comprising weekly, monthly, quarterly, and semi-annual gatherings with various stakeholder groups to guarantee we are efficiently influencing the attainment of our pupils' biggest performance disparities. We will engage with the stakeholders throughout the year to amend and adapt the SIP in order to maximize the benefits of improving student learning. Data from stakeholder (student, parent, and teacher) surveys as well as PM1, PM2, and PM3 FAST testing, i-Ready diagnostics, and Lexia Core 5 information reports created in the Intensive Reading program will be used to track progress toward the set targets. This will include measuring overall student achievement and evaluating the reduction of the achievement gaps for targeted student groups. The plan will be revised based on the data addressed during those meetings.

| 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 KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 97% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 89% |
| Charter School | Yes |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) |

| | |
|---|---|
| | Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C |
| | 2019-20: C |
| | 2018-19: C |
| | 2017-18: C |
| 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 | 9 | 6 | 7 | 6 | 5 | 6 | 0 | 0 | 0 | 39 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 14 | 13 | 12 | 4 | 8 | 16 | 0 | 0 | 0 | 67 |
| Level 1 on statewide Math assessment | 7 | 9 | 5 | 3 | 9 | 12 | 0 | 0 | 0 | 45 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 14 | 13 | 12 | 4 | 8 | 16 | 0 | 0 | 0 | 67 |

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 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 9 |

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

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

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified retained:

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

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

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

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 34 | 56 | 53 | 48 | 58 | 56 | 42 | | |
| ELA Learning Gains | | | | 64 | | | 53 | | |
| ELA Lowest 25th Percentile | | | | 85 | | | 60 | | |
| Math Achievement* | 32 | 62 | 59 | 34 | 54 | 50 | 34 | | |
| Math Learning Gains | | | | 51 | | | 33 | | |
| Math Lowest 25th Percentile | | | | 58 | | | 20 | | |
| Science Achievement* | 30 | 48 | 54 | 26 | 59 | 59 | 30 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 50 | 59 | 59 | 47 | | | 46 | | |

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

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

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 37 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 183 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 413 |
| 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 | 3 | Yes | 4 | 1 |
| ELL | 35 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 25 | Yes | 1 | 1 |
| HSP | 43 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |

| 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% |
| FRL | 33 | Yes | 1 | |

| 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 | 39 | Yes | 3 | |
| ELL | 54 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 43 | | | |
| HSP | 51 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 53 | | | |

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 | 34 | | | 32 | | | 30 | | | | | 50 |
| SWD | 6 | | | 0 | | | | | | | 2 | |
| ELL | 25 | | | 30 | | | | | | | 3 | 50 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 29 | | | 24 | | | 13 | | | | 4 | |
| HSP | 36 | | | 39 | | | 46 | | | | 5 | 50 |
| MUL | | | | | | | | | | | | |

| 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 |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 35 | | | 32 | | | 28 | | | | 4 | |

| 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 | 48 | 64 | 85 | 34 | 51 | 58 | 26 | | | | | 47 |
| SWD | 29 | 71 | | 6 | 38 | 50 | | | | | | |
| ELL | 38 | 90 | | 25 | 70 | | | | | | | 47 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 45 | 61 | | 33 | 61 | | 17 | | | | | |
| HSP | 51 | 68 | 82 | 31 | 47 | | 25 | | | | | 50 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 49 | 60 | 77 | 37 | 57 | 64 | 29 | | | | | |

| 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 | 42 | 53 | 60 | 34 | 33 | 20 | 30 | | | | | 46 |
| SWD | 9 | | | 14 | | | | | | | | |
| ELL | 19 | 53 | | 33 | 47 | | 18 | | | | | 46 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 45 | 55 | | 32 | 18 | | 30 | | | | | |
| HSP | 39 | 52 | | 36 | 48 | | 29 | | | | | 50 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 44 | 58 | | 34 | 31 | | 38 | | | | | |

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 | 33% | 56% | -23% | 54% | -21% |
| 04 | 2023 - Spring | 18% | 61% | -43% | 58% | -40% |
| 03 | 2023 - Spring | 33% | 53% | -20% | 50% | -17% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 36% | 62% | -26% | 59% | -23% |
| 04 | 2023 - Spring | 29% | 65% | -36% | 61% | -32% |
| 05 | 2023 - Spring | 25% | 58% | -33% | 55% | -30% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 23% | 46% | -23% | 51% | -28% |

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 with the lowest performance for 2022–2023 is Students with Disabilities. Based on the ESSA data report and statewide assessments, 5% of SWD have reached achievement levels in math and 18% in ELA.

At times, SWD are taught a basic functional approach to literacy, which inhibits their ability to develop higher-level reading and writing skills. Students need additional support with how to interact with text and build vocabulary. After collaborating with teachers and support staff, we identified the following critical need areas: explicit instruction; scaffolding and feedback approaches that will help students become more active, strategic readers; reciprocal teaching; placing more students in small groups for

individualized instruction; and continuous progress monitoring to determine if interventions are effective and guide instructional decisions or changes.

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

ELA results for SWD showed the greatest decline, from 29% to 5%. Only 3 out of 18 SWD passed the FAST test. While these results represent an undesirable deficit, they may be best understood in the context of the effect of COVID on this cohort. Also, the school has struggled to find certified teachers.

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 greatest gap in component data between school and state results exists in the data for the fourth grade. ELA scores for this grade were 40 percent lower than state; school math scores were 32 percent lower. While these results represent an undesirable deficit, they may be best understood in the context of the effect of COVID on this cohort. Fourth grade students in spring 2023 were in first grade when schools were closed in March 2020. They were deprived of foundational learning experiences and content in ELA and mathematics from the middle of first grade until the beginning of third grade, when all schools were fully opened, and attendance normalized. In effect, these students have been receiving remedial education since that time in an effort to keep them current with the curriculum and state standards. With continued remediation, this cohort should be more consistent with district and state averages by 6th grade.

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

No data component showed improvement.

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

Absenteeism and tardiness. The data underscores that students are encountering challenges in maintaining regular attendance at school. To address this issue, our principal, social worker and Dean are dedicating their efforts this year to send social workers to conduct home visits. Their objective is to provide support and motivation to these students, encouraging consistent attendance while also identifying and overcoming any obstacles that might be hindering their attendance.

Math and ELA FAST test scores for SWD. Only 5% of SWD have reached achievement levels in math and 18% in ELA. We will strengthen our MTSS system and problem-solving to ensure root causes are identified and targeted

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

Help teachers obtain their professional licenses.

Provide meaningful PD in the areas of ESE and ESOL to help teachers get certified in these areas.

Hire reading and mathematics resource teachers.

Increase support for ESOL students by developing new intervention and support systems.

Work with parents and offer them assistance in order to reduce absenteeism and tardiness.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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 data component with the lowest performance for 2022–2023 is Students with Disabilities. Based on the ESSA data report and statewide assessments, 5% of SWD have reached achievement levels in math and 18% in ELA. Basis data shows that 20% of SWD had attendance below 90%.

Measurable Outcome:

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

By the end of the year, we will see a 15% reduction in the number of behavior referrals and discipline incidents.

Monitoring:

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

The CPS team will meet monthly to monitor attendance and create an intervention plan for the students with attendance problems. Social worker will be sent to students with attendance problems. Our dean of students will communicate regularly with parents of students with attendance issue based on the attendance report provided by the registrar and the report of the social worker. We also add the attendance information in the student report cards.

Person responsible for monitoring outcome:

Alejandro Camurri (acamurri@sunpatcharter.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.)

Anti-bullying programs, social-emotional learning practices, personalized settings, Individual Education Plans, access to physical and mental health support and attendance incentives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that students who are bullied at school have attendance and truancy problems.

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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

The data component with the lowest performance for 2022–2023 is Students with Disabilities. Based on the ESSA data report and statewide assessments, 5% of SWD have reached achievement levels in math and 18% in ELA.

Measurable Outcome:

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

By May 2023, SWD will have a 10% increase in proficiency in Math and ELA as evidenced by FAST results.

Monitoring:

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

Progress monitoring through formal and informal assessments will be used to identify the desired outcome.

Person responsible for monitoring outcome:

Landy Laredo (llaredo@sunpatcharter.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.)

Implementation of individualized instruction based on areas of weakness will be provided to students. Small group instruction and Project-based learning to increase student engagement will be implemented. Response to Intervention as a part of MTSS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers approach instruction with the intent to impart the content of the course they teach. Response to Intervention (RtI) has an exceptional impact rate of 1.29 standard deviations of growth per year, which is equivalent to two to three grade levels of growth in a single school year (John Hattie,2020). RtI is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RtI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and supports at increasing levels of intensity to accelerate their rate of 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.

No action steps were entered for this area of focus

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)).

If improvement funding allocations are received, the Governing Board will review the information provided in this SIP and will recommend allocating the money to hire additional reading and mathematics resource specialist with ESE certifications in order to assist our SWD student population. We will continue to fund the i-Ready and Lexia program.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Data from STAR/ Renaissance, i-Ready, and Basis shows that in Sunshine (K-2) there are only six SWD.

Two from kindergarten scored at a PK level in STAR and Emerging K in i-Ready.

One first grader that is at/Above benchmarks in STAR and Grade K (406) in i-Ready.

Three from the 2nd grade. Both of them are Level 1 in STAR. One of them got a Grade K (402) and the other got a Grade K (345) in i-Ready.

We integrate phonics, phonological awareness, and sight words in order for students to recognize the basics of reading.

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

Data from FAST and Basis shows that in Sunshine (3-5), there are 14 SWD. Eight (8) 3rd graders, four (4) 4th graders, and two (2) 5th graders

Of the eight 3rd graders, one is on grade level 3. The other seven are level 1. Two of them are mid-level 1, and five are low-level 1 in FAST.

According to FAST data, one of the four fourth graders is level 2, and the other three are level 1.

According to FAST data, one of the two fifth graders is at high level 1, and the other is at level 2.

i-Ready scores show a similar result for all the 3-5 SWD in Sunshine.

We use various assessment tools such as iReady, Lexia and FAST to determine current grade level

skills. On top of the regular curriculum we use novels and grade level texts to engage reading all across the curriculum.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on this data, it is reasonable to expect that at least 60% of these students will be at grade level based on the i-Ready and Star results by the end of the school year.

We use various assessment tools, such as iReady, Lexia, and FAST, to determine current grade-level skills. On top of the regular curriculum, we use storybooks and grade-level texts to engage readers all across the curriculum.

Grades 3-5 Measurable Outcomes

Based on this data, it is reasonable to expect that at least 40% of these students will be at grade level based on i-Ready and FAST by the end of the school year.

We use various assessment tools, such as iReady, Lexia, and FAST, to determine current grade-level skills. On top of the regular curriculum, we use novels and grade-level texts to engage readers all across the curriculum.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will implement a MTSS to monitor the desired outcomes. The students who are not making adequate progress will be put in tiers 2 and 3. Data will be collected weekly and used to maximize students' achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Laredo, Landy, llaredo@sunpatcharter.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We are using Into Reading as our core program, but we are also using Lexia Core 5 as our CIRP and iReady as our SIRP.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

We chose these programs because they are state approved, and they were developed using the latest in literacy research to ensure every student learns to read and write with confidence.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

We hired a reading teacher to work schoolwide with teachers and students to improve reading throughout the curriculum by utilizing small group pull outs and push in support for each grade level.

The reading teacher also assesses students using the DAR when teachers feel they are not able to read at their specific grade level.

The reading teacher works with the teachers to give them supplemental materials to complement their lessons in both reading and writing and helps them to implement strategies to improve their oral reading and comprehension skills.

Our teachers will meet with the reading teacher once a month for professional development sessions.

Laredo, Landy,
llaredo@sunpatcharter.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

The School Wide Improvement Plan will hold a meeting for parents and teachers to provide input on October 25th per Title 1 timeline. Once the SIP plan is written, it will be uploaded to the school website and disseminated on clasdojo.com where most parents receive information. <https://sunpatcharter.com/>. Beyond the website, a newsletter will be created for stakeholders outlining the SIP goals and progress. During the TITLE I meetings, stakeholders will be given the opportunity to review the SIP goals and provide feedback.

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

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

The school plans to include families by inviting them on campus for workshops and events. We held our Open house in August and had our Fall Festival in October. Bringing families on campus includes them in the culture of school involvement. They become familiar with the teachers and bridge the learning gap between school and home. We include the community with events like the dental van, inviting authors to campus, career day and inviting community partners to attend events. The Family Engagement plan can be found here https://sunpatcharter.com/apps/pages/index.jsp?uREC_ID=368274&type=d

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

The ESE students were listed as ATSI. The school intends to use the specialists in the the ESE department to continue to work in small groups and utilize technology available to increase learning. Our department utilizes manipulatives and interventionists to make sure the students are receiving the additional time, support and attention they need to overcome academic obstacles listed on IEPs.

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

The Department of Health provides the dental program for the campus. Amigos Tutoring sponsors the school for academic assistance. The school does not have a Head Start Program. Our social worker and Dean provide families with resources when needed including counseling referrals, community resources for food, clothing and shelter.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students are identified by staff or through parental concern. Once a student has been identified he/she may be on the school social worker's counseling case load. If the parent prefers to receive outpatient therapy, they may be referred to the Family Skill Builder's Program. Improving the mental health of a student directly affects their resilience and confidence in their abilities and academic skills.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school utilizes MTSS model for support. Behavioral needs are addressed by our Dean and mental health needs are addressed by our social worker.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers and staff utilize the data from FAST testing to identify student needs. Through the testing they can create small group intervention utilizing a reading specialist, a math specialist, a teacher's Aide and the ESE department.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A