

Sunshine Elementary School



2014-15 School Improvement Plan

Sunshine Elementary School

601 SARA AVE N, Lehigh Acres, FL 33971

<http://sun.leeschools.net/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
88%

Alternative/ESE Center
No

Charter School
No

Minority
79%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	27

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sunshine Elementary School is to ensure the development of successful lifelong learners who are dedicated to bright futures.

Provide the school's vision statement

Sunshine Where Bright Futures Begin.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

A parent survey is sent home to all parents.

A volunteer meeting is held once a month and parent needs are discussed.

Flexible meeting times to accommodate working parents.

Monthly newsletter to inform parents of activities and events throughout the school year.

Parent conferences are held twice a year or on an as needed basis to inform parents of academic requirements

SAC meetings are held monthly to discuss school related items and curriculum throughout each grade level

Various parent workshop are held, (i.e. curriculum nights for math, reading, and science)English classes for parents

Describe how the school creates an environment where students feel safe and respected before, during and after school

A school wide safety plan is in place to ensure all staff members know what to do in case of emergency.

There is a before and after school program that provides supervision before and after school starts. PBIS is a school wide Positive Behavior Incentive Program that is used to promote positive behavior in every student. An incentive is given to individual students and classes who make positive choices throughout the school day.

Character Education lessons are infused into all curriculum areas to teach students good morals and values through faculty and staff modeling. Our school counselor facilitates the Learning for Life lessons taught throughout each grade level.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PBS is our schools positive behavior system where students are rewarded for positive behavior and/or setting good examples. Rewards are never taken from a child once the reward has been earned. Disciplinary incidents: Students are trained on what the expectations are for all areas of the school (classroom, transitions, cafeteria, special areas, enrichment). Students choosing not to adhere to the expectations are given a verbal warning and if the behavior occurs again, a tracking form is written, which is usually accompanied with a call to the parent or guardian. After a student receives four

tracking forms for the same offense, a referral is written. The consequence for the referral is taken from the Code of Conduct.

All teachers are trained in PBS at the beginning of the year and ongoing training occurs throughout the year through PLC meetings or professional development. Courses are offered through the district that teachers may choose to attend to further their knowledge. On our campus we use Sunny Money as a reward. Yellow Sunny Money are given to another class for good class behavior. One ticket is worth one. Green Sunny Money are given to individual students for good behavior. Teachers are also using Class DoJo, this is a management tool to use all day. It also allows teachers to create graphs for behavior tracking for MTSS. When we give Sunny Money. Once the teacher has set obtainable goals that are measurable. When first starting we give green money generously.

AIMS for Sunshine Elementary School. A= Active learning, I= Integrity, M=Mutual Respect, S=Sense of Community. This is repeated daily on the morning show. Posters are in hallways and classrooms. Character words are provided in Literacy Academic plans and taught throughout various activities. Character words are also posted throughout the schools and classrooms.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Character education is provided for all students. The District Character Word of the month is taught regularly by utilizing many resources. Learning for Life brings the character education into the classrooms of K-2nd grade students once per month; the counselor goes into each classroom once per month to teach a character education lesson; all grade levels have a PLC once a month with the counselor to discuss how to teach the character word of the month; and all teachers teach a lesson once per week on character education, with the trait being reviewed and used on a daily basis. Some students participate in group counseling, while others receive 1:1 counseling from the school counselor for any issue, at home or at school, which impact their social/emotional health and, in turn, their academic performance. Such topics include peer conflict; academic problems; death in the family; loss of a pet; divorce; violence in the home; sibling conflict; incarceration of a parent; students with same-sex parents; or any other topic/area in which the student is experiencing difficulty. In counseling sessions in which abuse is disclosed, the Child Abuse Hotline is immediately called.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance

The classroom teacher monitors students that have missed more than three consecutive days. The teacher is responsible for contacting parents to ensure students are doing well. If the student misses additional days, our school social worker makes home visits or calls parents and puts a plan in place to help students come to school on a daily basis.

Suspensions

After a student has been suspended for an excessive amount of days, a parent meeting is held with the teacher, school counselor, and parent to come up with ways to support the student. For ESE students, a manifestation meeting is held to address students IEP and a PBIP may be put in place for extra supports.

Level 1

Teacher provides students with Tier 3 level support. Within our school based intervention time (SUN Time) teachers provide differentiated activities to help remediate students through hands on intensive activities. Students may walk to their level or need during this time period. We provide documentation on a regular basis to monitor progress.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. All teachers and staff assist during school wide intervention times (SUN time). Students are given multiple opportunities during the school day for remediation of skills from peers, paras, teachers, computer programs, and multiple hands on learning activities. Before and After school daycare provides additional support with homework assignment. Before school tutoring is provided based on students areas of need.
2. Students are grouped heterogeneously in each classroom with the exception of the gifted and exceeds classrooms. The core academics reading, writing, math, and science programs have embedded scaffolding levels which allow teachers to differentiate individual instruction to ensure the targeted areas are met.
3. Third grade students need additional instructional focus in the areas of compare and contrast in Reading and measurement in Math
4. Fourth grade students need additional instructional focus in the areas of compare and contrast and cause and effect in Reading and algebraic thinking in Math
5. Fifth grade students need additional instructional focus in the areas of constructs meaning and informational text, words and phrases in context in Reading, measurement and algebraic thinking in Math, and scientific thinking and earth and space sciences in Science.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180423>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parent Involvement Specialist reaches out to the community to support students with various awards based on academics and behavioral success.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Davis, Ron	Principal
Gibson, Cherry	Assistant Principal
Scott, Tammy	Assistant Principal
Schmidt, Kimberly	Instructional Coach
Farmer, Michele	Instructional Technology
Cook , Scott	Teacher, K-12
Peterson, Monica	Teacher, K-12
Flanders, Jessica	Teacher, K-12
Depauw, Amy	Teacher, K-12
Poland, DonnaRose	Teacher, K-12
Eaton, Kristen	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

To ensure that the MTSS plans are being implemented with fidelity and aligned with SIP goals

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Problem Solving Team (PST) meets to discuss specific strengths and weaknesses of students. In this meeting, a plan is devised and interventions are agreed upon. The teacher is given the appropriate materials and training, as needed, to effectively implement the strategies necessary for the students' success. All plans are aligned with the SIP goals. The PST reconvenes during the period of implementation to determine the effectiveness of intervention and adjusts strategies, as needed.

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the

district level for appropriate use of funds and effective use of resources. The district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The facilities and schools coordinate with health services (mental and physical) and other social service to meet the need of the students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with business so students will have opportunity to continue to develop their vocational skill.

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within the plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science, and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administration. As part of the school Advisory Council, parents are included in this planning process. Each School completes a needs assessment before writing goals for the next year. School Improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stateholders and submitted to the Board for approval. Periodic district level meeting with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under the NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to servicing homeless students in non Title I schools, set aside funds are used to provide services to homeless students that are attending Title I schools. Homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goals of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday Schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them benefit more from a school's Title I program.

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer

school programs throughout the district. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. The Youth Coalitions within Lee County opportunities for partnership between the district and other social services. These social services assist all at risk students through after school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Mant Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for kindergarten and focusing on building literacy for early learning skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult

Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math, and writing skills, as well as test administration. Title I paraprofessional benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone includes a comprehensive high school career academics.

Periodic district level meetings with managers of all programs funded under the NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mr. Davis	Principal
Mrs. Gibson	Principal
Kimberly Schmidt	Teacher
Vivian Perry	Education Support Employee
Alan Humfleet	Business/Community
Marianne Leger	Parent
Karin Kraatz	Parent
Maria Suarez	Teacher
Yvonne Plumer	Parent
Carry Lafontaine	Parent
Roxanne Castro	Parent
Tammy Scott	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

We reviewed our SIP plan with our SAC committee at the end of the school year May, 2014. This team is made up by school administration, School Coach, Teachers, Paras, Parent Involvement Specialist, Parents, and community.

Development of this school improvement plan

The SAC committee reviews the current School Improvement Plan throughout the school year to determine if the plan still aligns with the goals of the school. All constituents all able to give input for updates and revisions as needed. By the end of the year, the plan is completely reviewed by the SAC committee and Sunshine Elementary staff.

Preparation of the school's annual budget and plan

The SAC committee offers flexible monthly meetings for parents. During these meetings the SIP is discussed, the SAC budget when available is discussed, assessment data and curriculum is shared, monthly school events are discussed, and any other concerns parents want to discuss are addressed.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$ 10, 500
 Instructional materials for student achievement

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Davis, Ron	Principal
Gibson, Cherry	Assistant Principal
Scott, Tammy	Assistant Principal
Schmidt, Kimberly	Instructional Coach
Farmer, Michele	Instructional Media
Perry, Vivian	Other
Depauw, Amy	Teacher, K-12
Cormier, Kiara	Teacher, K-12
Peterson, Monica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school based literacy team meets weekly in their PLC groups. Data guides the discussion and the focus of the group. The school based literacy team will utilize data from Performance Matters, Previous FCAT data, Pinnacle, and classroom walk through to assure effective instructional practices are utilized and student individual needs are met. We use data to guide our instructional practices therefor helping increase student achievement.

PLC meet weekly to analyze data, share best practices, discuss instructional strategies, and resources. District standardized curriculum plans are utilized to assist with PLC'S with lesson planning development utilizing backward design. We utilize interactive literacy and math experiences throughout the curriculum.

All teachers utilize SUN time using systematic and explicit instruction through differentiated instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

PLC teams have common planning times. PLC teams meet at least once a week to look at data and their academic standards to focus areas of need or advancement. Teams also meet to go over best practices among their triad groups. PLC teams meet whole school once a week to share across the grade levels best practices along with school wide goals.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Sunshine Elementary School hired 9 first year teachers for the 2014-2015 school year. Every teacher has been paired with a mentor teacher through the school district's APPLES program. Each pair completed a training with school based administration to explain the mentoring process and allow the teachers time to become acquainted with their partner.

Through this APPLES program the mentors will be working weekly to provide answers to questions they might have about policies and procedures of the school and district, address any concerns, and provide support when needed. It is also required for the mentor to observe their mentee in the classroom and provide feedback for improvement.

All teachers at Sunshine Elementary will be provided with coaching support and training throughout the school year on various curriculum and classroom management. Teachers will have many opportunities to attend school base and district training to increase their knowledge of the subject matter that they will be teaching. In addition, teachers will be actively involved in team lead PLC to encourage collaboration and build their professional knowledge to ensure student success in all content areas.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

TIF Teacher Leaders will facilitate and provide training, modeling, follow up activities, support and other professional development activities to teachers in order to promote best practices in instruction in all academic areas.

In Addition, the PLC teams will collaborate with each other as well as Administration and TIF Teacher leaders to monitor student progress through Performance Matters and observations to assist with instructional recommendations.

Our PLC teams will support colleagues through mentoring and collaboration to provide consistency in reinforcing skills and strategies to increase instruction and learning in classrooms.

Reading Resources will assist teachers in developing and implementing appropriate reading, oral language, and written language strategies in classroom instruction.

They will provide teachers with feedback and help teachers with planning and implementation of new curriculum. All curriculum is scaffolded to meet all learners needs; coaches help teachers with resources and data to guide them through this planning.

At Sunshine we have analyzed each student who has been staffed into a full-time Intensive Academic or Supportive Behavior ESE classroom. For the school year 2014-2015 we have been able to mainstream 40 students into the general education setting with supports in grades kindergarten through fifth grade. We went from five full-time ESE self-contained classrooms down to two for this school year. Thoughtful and creative scheduling has made this successful. We are also providing common planning time for those involved and additional training on effective differentiated instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We begin with the end in mind. Sunshine Elementary works in their PLC teams to first look at the Standards, then our assessments, with our third stage being the plan of learning. As our PLC teams meet our first discussions are to identify the desired results; What should our students know, understand, and be able to do? This is when they look at the standards on the academic plan. Once the standards are considered and we know what our goal is. Then we look at determining acceptable evidence. How will we know if students have achieved the desired results. Our Assessments which are district and classroom assessments. Once we have identified standards and assessments we then as a team plan learning experiences and instruction to help guide our students toward that end result.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Superstar tutoring was provided through the district. We started with 3, 4, and 5 grade students. These students were selected by the PLC teams, they focused on level 2 students. Students started attending tutoring for an hour before school from November to April. In the tutoring groups students were given a pre and post test to determine level. Throughout the program quick checks were done to make sure that students were progressing. We tutored three grade levels in Reading and Math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 110

Science Tutoring

The baseline assessment will be administered to students at the beginning of the school year. The lowest 25% students will receive an additional 50 minutes of small group remediation in Science. The Science Resource teacher and the Reading Resource teacher will tutor students every Wednesday mornings.

The resources that will be used to assist students is Measuring Up Science and Rapid Words.

Strategy Rationale

Students will increase their proficiency level by the end of the tutoring allotted time as seen in the pre and post assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schmidt, Kimberly, kimberlyds@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Math Club

The Math Club is targeting 20 “bubble” kids in 3rd, 4th and 5th grades. 60 students will be identified using baselines, Chapter tests, and teacher recommendations. Students will meet at school on Mondays and will be tutored by the Math TIF Leader. The teacher will be using math activities that she created that are aligned with the Common Core Standards.

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: Before School Program

Minutes added to school year:

Sports with Tutoring available

Strategy Rationale

Youth sports help increase student achievement in the classroom.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Davis, Ron, rond@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Youth sports can have many benefits for young people. Some include learning the sport they play, understanding what it takes to compete and the enjoyment of being part of a team. Playing sports also teaches youngsters about responsibility and being part of a team -- the importance of teamwork. Since participating in youth sports is a privilege, children have to earn that right by performing well in school.

They Have to Earn the Privilege of being on the team by being a successful student in their academics.

Students are often required to maintain a specific average by their teachers in order to become eligible to play. If students want to get on the field,court,then they have to earn that privilege by performing well in the classroom. Playing sports serves as motivation for doing well in the classroom.They Develop Better Focus

by concentrating their efforts on becoming eligible to play by doing well in class, students learn to focus their mind on the subject matter. This allows them to learn more than if they did not have such motivation, and helps them to get the most out of time spent in class and studying. It also builds pride and self worth in students. We believe at Sunshine that our students will success in the classroom and on the field or court.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

1. We do a kindergarten visit for the students to see what kindergarten is like
2. Having meeting with parents to review the kindergarten readiness skills so they are aware of what will be expected. These will be the skills that they should be working on at home as well as in school.
3. Early childhood program can make sure that students have the pre-academic skills needed to be successful in school. These skills will include early literacy skills (phonemic awareness, letter recognition, listening skills, etc) and early math skills (1:1 correspondence, number sense, amount, etc).

Objectives for Development and Learning:

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses Social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls

- b. Makes connections
- 13. Uses classification skills
- 14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

- 15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound

Literacy continued

- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
- 17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
- 19. Demonstrated emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

The Arts

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement gains school-wide by focusing on teaching and learning 1a

G039163

Targets Supported 1b

Indicator	Annual Target
Math Gains	67.0
Math Lowest 25% Gains	66.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- SUN time scheduled in the master schedule
- District New Teacher Mentoring program
- Volunteers
- District Support
- Data Specialists / Support
- Administrators as instructional leaders
- Teacher Leaders - TIF
- Media Specialist
- Compass
- PLC models
- FCAT Coach books
- ESE Resource Teachers
- Computer Labs
- Mobile Computer Labs
- Resource teachers

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0