

The School District of Lee County

Sunshine Elementary School



2015-16 School Improvement Plan

Sunshine Elementary School

601 SARA AVE N, Lehigh Acres, FL 33971

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	81%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

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

Student interest surveys.
Student teacher conferences.
Mentoring programs for the students and staff (GQ and Golden Girls).
Open House
Multicultural lunch
Scholars club
Positive reinforcement
Kagan team building and class building

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.
PBS 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. The Learning for Life lessons taught are throughout K-2 classrooms. Second Step is used in selected classrooms.

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 Sunshine's 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. 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.
Disciplinary incidents: Students are trained on the expectations are for all areas of the school (classrooms, transition areas, the cafeteria, special areas, and enrichment areas). Students, in grades 3-5, choosing not to adhere to the expectations are given a verbal warning and, if the behavior occurs again, get their Clean Card signed, which is usually accompanied by a call to the parent or

guardian. After a student receives four signatures for the same offense, a referral is written. The consequence for the referral is taken from the Code of Conduct.

In grades K-2, we use Sunny Money as a reward. Yellow Sunny Money is given to a class for good behavior. Green Sunny Money is given to individual students for good behavior.

Class DoJo is also used in the cafeteria and in some individual classrooms. Class DoJo is a management tool. It also allows teachers to create graphs for behavior tracking for MTSS.

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 school 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 character education into the classrooms of K-2nd grade students once per month, 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. This is available for any issue, at home or at school, which impacts 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, 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.

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 and local businesses to support student achievement.

A few of the partners for specific programs are:

- Goodwill
- Read Across America
- K-Kids
- Rotary
- Lee County Sheriff's Office - Do the Right Thing Program
- Vulcan

- Publix
- Edward Jones
- Horace Mann
- Walmart
- Local rescue workers
- New Life Assembly

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:

Name	Title
Ausman, Ben	Principal
Gibson, Cherry	Assistant Principal
Scott, Tammy	Assistant Principal
Farmer, Michele	Instructional Coach
Flanders, Jessica	Instructional Coach
Eaton, Kristen	Instructional Coach
Poland, DonnaRose	Instructional Coach
Beasley, Jessica	Instructional Coach

Duties

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

The School Leadership Team (SLP) is a model for all of the teams in the building. They work together to find and use appropriate instruction tools. They also model good instruction and coach classroom teachers. The SLP also ensures that the MTSS plans are being implemented with fidelity and are 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 services 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 have 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 stakeholders 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 over crowded 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 throughout the year. Many 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 old children. 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:

Name	Stakeholder Group
Ben Ausman	Principal
Cherry Gibson	Principal
Tammy Scott	Principal
Noah Wilson	Teacher
Teri-Ann Peterkin	Teacher

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

Once data is available, the SAC committee will review the current SIP plan. This team is made up by school administration, academic coaches, teachers, paraprofessionals, the parent Involvement specialist, parents, and community members.

Development of this school improvement plan

Members of the SAC committee will review the current School Improvement Plan throughout the school year to determine if the plan still aligns with the goals of the school. All constituents are 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:

Name	Title
Ausman, Ben	Principal
Gibson, Cherry	Assistant Principal
Scott, Tammy	Assistant Principal
Farmer, Michele	Instructional Media
Eaton, Kristen	Instructional Coach
Flanders, Jessica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The school based literacy team meets weekly within 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/FSA data, FOCUS, CASTLE, various assessments, and classroom walk-through data to assure effective instructional practices are utilized and students' individual needs are met. We use data to guide our instructional practices therefore helping improve student achievement.

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

curriculum.

All teachers teach SUNTime (intervention/enrichment) 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 the academic standards to focus on areas of need or enrichment. Teams also meet to go over best practices among their teams.

Primary and intermediate teachers meet, as a team, with administration once a month. This meeting begins with a Kagan team building activity and includes information to assist teachers in the classroom.

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

Sunshine Elementary School hired 13 first year teachers for the 2015-2016 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 the new teacher 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.

Once a month all APPLES teachers, their mentors, and administration meet. Each meeting begins with a Kagan structure and includes information to help and encourage the new teachers.

All teachers at Sunshine Elementary will be provided with coaching support and training throughout the school year on various topics. Teachers will have many opportunities to attend school based 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 led 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 progress monitoring tools 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 improve instruction and learning in classrooms.

Resource teachers 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.

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

Sunshine begins with the end in mind. Teachers work in their PLC teams to first look at the standards, the assessments, then the plan of learning. As the PLC teams meet, the first job is to identify the desired results; What should our students know, understand, and be able to do? The team then looks at the standards on the academic plan. Once the standards are considered, and the goal is decided, then acceptable evidence is determined. How will we know if students have achieved the desired results? Assessments, which are both district and classroom assessments, determine whether students have learned the information. Once the standards and assessments are identified, then the team plans learning experiences and instruction to help guide the 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 is provided through the district. Students in grades 3, 4, and 5 are tutored in reading and math. These students are selected by the PLC teams and focus on level 2 students. Students attend tutoring for an hour before school. In the tutoring groups students are given a pre and post test to determine level. Throughout the program, checkpoints are completed to make sure that students are progressing.

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 is 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. The resources that will be used to assist students are 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 checkpoints.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ausman, Ben, benjaminia@leeschools.net

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

FCAT Science data

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

The 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).

Pre-K students walk through kindergarten classrooms to assist in transitioning for the next school year.

We have a kindergarten orientation for families and students.

Meetings are scheduled 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.

Guided tours are offered, by appointment, throughout the school year for families.

To prepare for middle school, 5th grade academic content is structured through departmentalization.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Sunshine Elementary will increase student learning gains on the STAR Test from 58% to 61% by March 2016.
- G2.** If teachers will track standards and progress monitor during FY16, as documented by professional learning community (PLC) minutes, then student achievement will increase.
- G3.** If teachers routinely engage in the best instructional practices, then teacher engagement will increase at least .2% in the Q12 area of Q9, as measured by the FY16 Gallup Teacher Engagement Survey.

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. Sunshine Elementary will increase student learning gains on the STAR Test from 58% to 61% by March 2016. 1a

G074138

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	61.0

Resources Available to Support the Goal 2

- Renaissance Place Instructional reports
- Reading Coaches
- Intervention Time

Targeted Barriers to Achieving the Goal 3

- Low proficiency levels in reading

Plan to Monitor Progress Toward G1. 8

STAR Test data

Person Responsible

Ben Ausman

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The STAR growth and summary reports

G2. If teachers will track standards and progress monitor during FY16, as documented by professional learning community (PLC) minutes, then student achievement will increase. 1a

G074139

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Ongoing district training
- Tech support
- Progress monitoring tool expertise by staff

Targeted Barriers to Achieving the Goal 3

- Staff isn't properly trained the use of progress monitoring tools.

Plan to Monitor Progress Toward G2. 8

SUNTime (intervention) data

Person Responsible

Ben Ausman

Schedule

Biweekly, from 11/2/2015 to 5/31/2016

Evidence of Completion

PLC minutes and lesson plans.

G3. If teachers routinely engage in the best instructional practices, then teacher engagement will increase at least .2% in the Q12 area of Q9, as measured by the FY16 Gallup Teacher Engagement Survey. 1a

Targets Supported

1b

G074140

Indicator	Annual Target
School Climate Survey - Staff	3.69

Resources Available to Support the Goal 2

- PLCs
- District New Teacher Mentoring program - APPLES
- District Support
- Administrators as instructional leaders
- Teacher Leaders - TIF
- Kagan Cooperative Learning (Staff and students)
- Resource teachers
- Paraprofessionals
- Academic Plan
- CPALMS
- Professional Development
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers do not routinely engage in instructional best practices

Plan to Monitor Progress Toward G3. 8

Mid-year survey asking focusing on engagement and quality work.

Person Responsible

Ben Ausman

Schedule

Semiannually, from 12/1/2015 to 12/18/2015

Evidence of Completion

Survey results

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

G1. Sunshine Elementary will increase student learning gains on the STAR Test from 58% to 61% by March 2016. **1**

 **G074138**

G1.B1 Low proficiency levels in reading **2**

 **B193561**

G1.B1.S1 Differentiate instruction in centers and in intervention time. **4**

 **S205104**

Strategy Rationale

Each student will be taught the skills that he or she needs.

Action Step 1 **5**

Teachers will review data and group students accordingly

Person Responsible

Ben Ausman

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Weekly lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will review lesson plans on a weekly basis

Person Responsible

Ben Ausman

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

The OnCourse Lesson Plan administrative review tool

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data review meeting are held quarterly to determine student growth.

Person Responsible

Ben Ausman

Schedule

Quarterly, from 8/31/2015 to 5/27/2016


Evidence of Completion

STAR growth reports and the quaterly data meeting schedule

G2. If teachers will track standards and progress monitor during FY16, as documented by professional learning community (PLC) minutes, then student achievement will increase. 1

 G074139

G2.B1 Staff isn't properly trained the use of progress monitoring tools. 2

 B193562

G2.B1.S1 Train staff in the use of progress monitoring tools. 4

 S205105

Strategy Rationale

If staff members are trained in the use of progress monitoring tools, then they will use them to find areas of student need and implement appropriate interventions.

Action Step 1 5

Train staff in the use of various progress monitoring tools

Person Responsible

Ben Ausman

Schedule

Evidence of Completion

In-service records

Action Step 2 5

Develop progress monitoring action plans for use when developing intervention groups.

Person Responsible

Ben Ausman

Schedule

Monthly, from 11/30/2015 to 5/27/2016

Evidence of Completion

PLC minutes and SUNTime groups. SUNTime lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

PLC minutes will be reviewed by administration.

Person Responsible

Ben Ausman

Schedule

Biweekly, from 11/30/2015 to 5/27/2016

Evidence of Completion

Minutes should reference what data is being used to form intervention groups and the progress monitoring tools used to collect the data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Checkpoint data will be reviewed to show growth in the areas of student achievement.

Person Responsible

Ben Ausman

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Checkpoint data - STAR Test and Math EOC.

G3. If teachers routinely engage in the best instructional practices, then teacher engagement will increase at least .2% in the Q12 area of Q9, as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074140

G3.B5 Teachers do not routinely engage in instructional best practices 2

B193567

G3.B5.S1 Coaching in Kagan Cooperative Learning 4

S205108

Strategy Rationale

Incorporating cooperative learning engages students, builds quality instruction, and shows teachers increased levels of student success. Implementing coaching of Kagan structures ensures they are being done correctly and will build success and, in turn, teacher commitment.

Action Step 1 5

Kagan coaches will be evaluating a specific Kagan structure, on a monthly basis.

Person Responsible

Ben Ausman

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Kagan coaching artifacts

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Individual teacher's Kagan folder

Person Responsible

Ben Ausman

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Notes taken by the Kagan coach

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Lesson plans will be reviewed weekly.

Person Responsible

Ben Ausman


Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The Kagan structures will be listed in the individual teacher's lesson plan.

G3.B5.S2 Peer Walk-Through and Observations 4

 S205109

Strategy Rationale

In observing other teachers during instructional time, there is an opportunity to share best practices with colleagues.

Action Step 1 5

Each morning one teacher will accompany administration on a walk-through of other classrooms.

Person Responsible

Ben Ausman

Schedule

Daily, from 9/7/2015 to 5/27/2016

Evidence of Completion

Daily calendar schedules

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

The walk-through schedule will be sent to each teacher.

Person Responsible

Ben Ausman

Schedule

Daily, from 9/7/2015 to 5/31/2016

Evidence of Completion

The emails sent to the teachers.

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7

The teacher will be given an informal survey after he/she has completed the peer walk-through.

Person Responsible

Ben Ausman

Schedule

Daily, from 9/7/2015 to 5/31/2016

Evidence of Completion

The data from the surveys.

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.B1.S1.A1	Teachers will review data and group students accordingly	Ausman, Ben	8/31/2015	Weekly lesson plans	5/27/2016 weekly
G2.B1.S1.A1	Train staff in the use of various progress monitoring tools	Ausman, Ben	9/28/2015	In-service records	one-time
G3.B5.S1.A1	Kagan coaches will be evaluating a specific Kagan structure, on a monthly basis.	Ausman, Ben	9/1/2015	Kagan coaching artifacts	5/31/2016 monthly
G3.B5.S2.A1	Each morning one teacher will accompany administration on a walk-through of other classrooms.	Ausman, Ben	9/7/2015	Daily calendar schedules	5/27/2016 daily
G2.B1.S1.A2	Develop progress monitoring action plans for use when developing intervention groups.	Ausman, Ben	11/30/2015	PLC minutes and SUNTime groups. SUNTime lesson plans.	5/27/2016 monthly
G1.MA1	STAR Test data	Ausman, Ben	8/17/2015	The STAR growth and summary reports	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Data review meeting are held quarterly to determine student growth.	Ausman, Ben	8/31/2015	STAR growth reports and the quaterly data meeting schedule	5/27/2016 quarterly
G1.B1.S1.MA1	Administration will review lesson plans on a weekly basis	Ausman, Ben	8/31/2015	The OnCourse Lesson Plan administrative review tool	5/27/2016 weekly
G2.MA1	SUNTime (intervention) data	Ausman, Ben	11/2/2015	PLC minutes and lesson plans.	5/31/2016 biweekly
G2.B1.S1.MA1	Checkpoint data will be reviewed to show growth in the areas of student achievement.	Ausman, Ben	8/31/2015	Checkpoint data - STAR Test and Math EOC.	5/27/2016 quarterly
G2.B1.S1.MA1	PLC minutes will be reviewed by administration.	Ausman, Ben	11/30/2015	Minutes should reference what data is being used to form intervention groups and the progress monitoring tools used to collect the data.	5/27/2016 biweekly
G3.MA1	Mid-year survey asking focusing on engagement and quality work.	Ausman, Ben	12/1/2015	Survey results	12/18/2015 semiannually
G3.B5.S1.MA1	Lesson plans will be reviewed weekly.	Ausman, Ben	9/1/2015	The Kagan structures will be listed in the individual teacher's lesson plan.	5/31/2016 weekly
G3.B5.S1.MA1	Individual teacher's Kagan folder	Ausman, Ben	9/1/2015	Notes taken by the Kagan coach	5/31/2016 monthly
G3.B5.S2.MA1	The teacher will be given an informal survey after he/she has completed the peer walk-through.	Ausman, Ben	9/7/2015	The data from the surveys.	5/31/2016 daily
G3.B5.S2.MA1	The walk-through schedule will be sent to each teacher.	Ausman, Ben	9/7/2015	The emails sent to the teachers.	5/31/2016 daily

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.

G2. If teachers will track standards and progress monitor during FY16, as documented by professional learning community (PLC) minutes, then student achievement will increase.

G2.B1 Staff isn't properly trained the use of progress monitoring tools.

G2.B1.S1 Train staff in the use of progress monitoring tools.

PD Opportunity 1

Train staff in the use of various progress monitoring tools

Facilitator

School leadership

Participants

All teachers

Schedule

G3. If teachers routinely engage in the best instructional practices, then teacher engagement will increase at least .2% in the Q12 area of Q9, as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B5 Teachers do not routinely engage in instructional best practices

G3.B5.S1 Coaching in Kagan Cooperative Learning

PD Opportunity 1

Kagan coaches will be evaluating a specific Kagan structure, on a monthly basis.

Facilitator

School-based Kagan coaches

Participants

All teachers

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will review data and group students accordingly	\$0.00
2	G2.B1.S1.A1	Train staff in the use of various progress monitoring tools	\$0.00
3	G2.B1.S1.A2	Develop progress monitoring action plans for use when developing intervention groups.	\$0.00
4	G3.B5.S1.A1	Kagan coaches will be evaluating a specific Kagan structure, on a monthly basis.	\$0.00
5	G3.B5.S2.A1	Each morning one teacher will accompany administration on a walk-through of other classrooms.	\$0.00
Total:			\$0.00