

The School District of Lee County

Sunshine Elementary School



2016-17 Schoolwide Improvement Plan

Sunshine Elementary School

601 SARA AVE N, Lehigh Acres, FL 33971

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	C

**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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sunshine Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To ensure the development of successful lifelong learners who are dedicated to bright futures

b. Provide the school's vision statement.

Sunshine, Where Bright Futures Begin

2. School Environment

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

Student teacher conferences
Mentoring programs for the students
Open House
Positive reinforcement
Kagan team building and class building
Parent involvement activities

b. 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 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.

c. 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.

Sunshine's positive behavior system focuses on students being rewarded for positive behavior and/or setting good examples. All teachers are trained in positive behavior strategies and are supported throughout the year. A committee attended Win - Win Discipline training and is providing training and supports to implement this program.

Disciplinary incidents: Students are trained on the expectations for all areas of the school (classrooms, transition areas, the cafeteria, special areas, and enrichment areas). Students 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.

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.

Sunshine Elementary School uses AIMS. A= Active learning, I= Integrity, M=Mutual Respect, S=Sense of Community. This is repeated daily on the morning news. AIMS posters are in hallways and classrooms.

Students have individual cards that are signed when they show AIMS values.

d. 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.

Sunshine's mentoring program will target students that need social and emotional supports. Students will be given guidance by a teacher or staff mentor. The committee will meet monthly to discuss progress.

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, that 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 where abuse is disclosed, the Child Abuse Hotline is immediately called.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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 (Suntime). Students are given multiple opportunities during the school day for remediation of skills from peers, paraprofessionals, teachers, computer programs, and hands-on learning activities. After school daycare provides additional support with homework assignments.
2. Tutoring is provided based on students areas of need.
3. Students are grouped heterogeneously in each classroom with the exception of the full-time gifted classrooms. The core academic programs have embedded scaffolding levels which allow teachers to differentiate individual instruction to ensure the targeted areas are met.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312852>.

2. Description

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

2. 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:

- Vulcan
- Goodwill
- Read Across America
- K-Kids
- Rotary
- Lee County Sheriff's Office - Do the Right Thing Program
- Publix
- Edward Jones
- Horace Mann
- Walmart
- Local rescue workers
- New Life Assembly
- FGCU-Scholar's Club
- Medi Express
- Dunkin Donuts
- 7/11

- Grace International Ministries
- Pizza Hut Book It
- Sun Harvest
- Wendy's

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Ausman, Ben	Principal
Gibson, Cherry	Assistant Principal
Farmer, Michele	Instructional Coach
Flanders, Jessica	Instructional Coach
Eaton, Kristen	Instructional Coach
Beasley, Jessica	Instructional Coach
Appadoo, Feroza	Teacher, ESE
Schorle, Anne	Teacher, K-12
Aguire, Amanda	Teacher, K-12
Donaghy, Erin	Teacher, K-12
Petrekin, Teri-Ann	Teacher, ESE
Barker, Teresa	Instructional Coach
Graflund, Anastasia	Teacher, K-12
Hamsher, Bree	Teacher, PreK
Jones, Ben	Teacher, ESE
Ujueta, Susan	Teacher, K-12
Wilson, Noah	Assistant Principal

b. Duties

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

The roles of each member are as follows:

* Administration utilizes the membership of the School Leadership Team (SLT) as part of the problem solving process. Team members share in the decision making for the school. They discuss problems or decisions that need to be made and come to a consensus and share with their PLCs.

Teacher Leaders, Reading or Math Coach/Specialist

- * Train teachers in interventions, progress monitoring, and differentiated instruction.
- * Implement supplemental and intensive interventions.
- * Model lessons.
- * Teach small groups daily.

- * Collect school-wide data for teams to use in determining at-risk students.

Speech-Language Pathologist

- * Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- * Completes Communication Skills screening for students unsuccessful with Tier 2 interventions.
- * Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- * Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- * Facilitate implementation of the MTSS problem-solving process in the building.
- * Provide or coordinate valuable and continuous professional development.
- * Assign paraprofessionals to support MTSS implementation when possible.
- * Attend MTSS Team meetings to be active in the MTSS change process.
- * Conduct classroom walk-throughs to monitor fidelity.

Guidance Counselors

- *Crisis Intervention
- *Teach Second Step Behavior curriculum.
- *Attends MTSS Team meetings and consult on MTSS Behavioral needs.
- *Provides large group guidance.
- *Individual counseling

Intervention Support Specialist

- * MTSS Team facilitator.
- * Schedule and attend MTSS Team meetings.
- * Maintain log of all students involved in the MTSS process.
- * Send parent invites to meetings.
- * Complete necessary MTSS forms.

School Psychologist

- * Attend MTSS Team meetings for some students receiving supplemental supports and all students receiving intensive supports.
- * Monitor data collection process for fidelity.
- * Review & interpret progress monitoring data.
- * Collaborate with MTSS Team on effective instruction & specific interventions.
- * Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions.

ESE Teacher/Staffing Specialist

- * Consult with MTSS Team regarding intensive interventions.
- * Incorporate MTSS data when making eligibility decisions.

Specialist (Behavior,PBS, OT, PT, ASD)

- * Consult with MTSS Team.
- * Complete student observations.
- * Provide staff training.

Social Worker

- * Attend MTSS Team meetings, when requested.
- * Conduct social-developmental history interviews and share with MTSS Team.

ESOL/ELL Representative

- * Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork.
- * Schedule language screenings and assessments.
- * Provide teachers ELL interventions at all tiers.
- * Oversee WIDA Testing.

2. 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 team reviews schoolwide and grade level data for trends and gaps in student progress as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into the school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented, keeping these targets in mind when creating our master schedules, constructing classrooms, and placing faculty and staff.

Students who are not proficient and are in danger of falling below standard are "on watch" and provided interventions through targeted small group instruction during classroom time. Our school has implemented additional intervention time as well as Suntime to meet the needs of all students.

Teachers assess additional student data using an ongoing process of progress monitoring such as STAR, STAR Early Lit, District Assessments, Formative Assessments, and informal observations. Students who continue to need additional intervention are identified and provided multiple levels of intensive support based on the skill area of need. Additional time and intensity of interventions are provided utilizing available resources.

This process is closely monitored by the MTSS Team at meetings to collaborate and identify specific strategies/interventions and to continuously monitor struggling students.

MTSS Chair:

Meets on a weekly basis with classroom teachers with students in the MTSS process to provide support with data collection and instruction, as needed.

Facilitates MTSS meetings.

Schedules team meetings.

Invites parents and appropriate school personnel to team meetings.

Maintains log of students involved in the MTSS process.

Completes necessary documentation to appropriately ensure the MTSS process is facilitated with fidelity to meet the requirements for individual students.

Administers academic screenings as needed.

Schedules vision and hearing screenings of students as they enter the MTSS process.

Schedules colleague observations of students in the MTSS process.

Trains teachers, as needed, in the specified interventions, progress monitoring, and differentiated instruction.

Collects school-wide data for teams to use in determining at-risk students.

Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.

Administers screenings as needed.

School Psychologist:

Attends MTSS Team meetings for students, as needed.

Monitors data collection for fidelity.

Reviews and interprets progress monitoring data.

Collaborates with MTSS Team on effective instruction and specific interventions.
Incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions.

ESE Chair and Staffing Specialist:

Consult with MTSS Team regarding Tier 3 interventions.
Incorporate MTSS data when making eligibility decisions.

Speech-Language Pathologist:

Attends MTSS meetings for some Tier 2 and Tier 3 students.
Completes communications skills screening for students on an as-needed basis.
Assists with Tier 2 and Tier 3 interventions through collaboration, training, and/or intervention instruction.

Principal and Assistant Principals

Facilitate implementation of MTSS in the building.
Provide or coordinate professional development.
Attend MTSS Team meetings to be active in the MTSS process.

The MTSS Problem–Solving Team meets, at minimum, monthly to review student data as it relates to grade level standards. The team continually monitors the progress of all students to identify those in need of more support. The data used is based on district-wide, school-wide, and grade level formative / summative assessments. The MTSS leadership team meets to review targeted students ensuring Tier 2 and Tier 3 strategies are being implemented and are effectively helping students reach set goals. The MTSS coordinator for both academics and behavior follows up with coaches and classroom teachers to review data, and coordinates meetings with the all stakeholders. The MTSS leadership team analyzes data, prescribes targeted small group and individual research-based strategies, and provides instructional support for classroom teachers and students.

Title I, Part A

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. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

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.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of 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 businesses so students will have an opportunity to

continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this 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 specific students. The PDP includes teachers, paraprofessionals, and administrators. 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 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. 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.

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 serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to 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 regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal 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 the 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 to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI provides 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. Violence Prevention Program and the Youth Coalitions within Lee County provide opportunities for partnerships 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.

Nutrition 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. All students receive free breakfast at all school locations.

Housing Programs

Head Start Activities with Early Childhood include 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 reading 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.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, Para Pro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB.

Career and Technical Education

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

Other

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ben Ausman	Principal
Cherry Gibson	Principal
Noah Wilson	Teacher
Teri-Ann Petrekin	Teacher
Kristen Eaton	Teacher

b. Duties

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

a. 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 of school administration, academic coaches, teachers, paraprofessionals, the parent Involvement specialist, parents, and community members.

b. 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.

c. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ausman, Ben	Principal
Gibson, Cherry	Assistant Principal
Farmer, Michele	Instructional Media
Eaton, Kristen	Instructional Coach
Flanders, Jessica	Instructional Coach
Petrekina, Teri-Ann	Teacher, ESE
Wilson, Noah	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 FSA data, FOCUS, CASTLE, STAR Reading, 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.

D. Public and Collaborative Teaching

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

1. 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 approximately 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.

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

Teachers new to the district have 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 the 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 are given the opportunity to go on learning walks to observe other classrooms. All teachers at Sunshine Elementary will be provided with coaching support and training throughout the school year on various topics. Teachers will have 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 PLCs to encourage collaboration and build their professional knowledge to ensure student success in all content areas.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. 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 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.

b. Instructional Strategies

1. 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.

PLCs meet weekly to review data and modify instruction based on the needs shown in the data. Quarterly interventions are created for students that are substantially below using research based curriculum. Enrichment activities are also created for students performing above grade level.

2. 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: 600

Tutoring is provided using Title I funds. Students are tutored in reading and math. These students are selected by the PLC teams using FSA and STAR data. Students attend tutoring for an hour before or after school. Throughout the program, checkpoints are completed to make sure that students are progressing.

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

STAR data

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Academic Goal - Sunshine Elementary will focus on interventions based on STAR data (reading and math) to monitor and differentiate instruction to meet all student's needs. Both math and reading will make an increase of 5%
- G2.** Safety goal- Sunshine Elementary will reduce the amount of discipline referrals by 5% and increase the amount of positive support systems by 5%.

Strategic Goals Detail

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

G1. Academic Goal - Sunshine Elementary will focus on interventions based on STAR data (reading and math) to monitor and differentiate instruction to meet all student's needs. Both math and reading will make an increase of 5% **1a**

 G082914

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	5.0
ELA Achievement District Assessment	5.0

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher training on data collection tools.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Renaissance Place Instructional reports
- Reading Coaches
- Intervention Time
- Math Coaches
- Common planning time

Plan to Monitor Progress Toward G1. **8**

STAR Test data

Person Responsible

Ben Ausman

Schedule

Quarterly, from 9/9/2016 to 5/19/2017

Evidence of Completion

The STAR reading and math growth and summary reports

G2. Safety goal- Sunshine Elementary will reduce the amount of discipline referrals by 5% and increase the amount of positive support systems by 5%. 1a

 G082915

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.05

Targeted Barriers to Achieving the Goal 3

- Lack of character education curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step
- Behavior specialist
- School counselor
- Mentoring programs (GQ, K- Kids, Scholars Club)

Plan to Monitor Progress Toward G2. 8

Discipline referrals

Person Responsible

Ben Ausman

Schedule

Monthly, from 11/7/2016 to 5/19/2017

Evidence of Completion

Referral data

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

 = Problem Solving Step  S123456 = Quick Key


G1. Academic Goal - Sunshine Elementary will focus on interventions based on STAR data (reading and math) to monitor and differentiate instruction to meet all student's needs. Both math and reading will make an increase of 5% **1**

 G082914

G1.B1 Lack of teacher training on data collection tools. **2**

 B219802

G1.B1.S1 Offer training sessions for the data collection tools to teachers and staff. **4**

 S232089

Strategy Rationale

Teachers and staff will then have a better understanding of how to use the data to guide interventions and differentiated instruction.

Action Step 1 **5**

Training on data collection tools.

Person Responsible

Ben Ausman

Schedule

Quarterly, from 9/9/2016 to 5/19/2017

Evidence of Completion

PLC agendas and minutes.

Action Step 2 **5**

Use STAR Data to differentiate instruction in centers and intervention time.

Person Responsible

Ben Ausman

Schedule

Quarterly, from 10/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans and intervention groupings.

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

Administration will review PLC agendas and minutes.

Person Responsible

Ben Ausman

Schedule

Quarterly, from 9/9/2016 to 5/19/2017

Evidence of Completion

In-service records and meeting minutes.

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

STAR reading and math data

Person Responsible

Ben Ausman

Schedule

Quarterly, from 9/9/2016 to 5/19/2017

Evidence of Completion

Quarterly data review meeting minutes

G2. Safety goal- Sunshine Elementary will reduce the amount of discipline referrals by 5% and increase the amount of positive support systems by 5%. 1

G082915

G2.B1 Lack of character education curriculum. 2

B219805

G2.B1.S1 Implementation of character education curriculum. 4

S232091

Strategy Rationale

To improve knowledge of positive behaviors and ways to appropriately respond in certain situations.

Action Step 1 5

Create a plan showing when and how to best implement curriculum.

Person Responsible

Marta Gibbs

Schedule

On 10/31/2016

Evidence of Completion

The implementation plan

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

The plan and schedule created

Person Responsible

Ben Ausman

Schedule

Quarterly, from 11/1/2016 to 5/19/2017

Evidence of Completion

Lesson plans used within the classroom.

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

Percentage increase in clean card party participation and positive behavior tracking (AIMS cards).

Person Responsible

Ben Ausman

Schedule

Monthly, from 8/19/2016 to 5/19/2017

Evidence of Completion

Clean card party attendance and completed AIMS card.

G2.B1.S2 Implementation of a mentoring program. 4

S232092

Strategy Rationale

Increase positive interactions in the school community by working with staff and other peers.

Action Step 1 5

Create a committee that will run the mentoring program.

Person Responsible

Noah Wilson

Schedule

On 10/17/2016

Evidence of Completion

Names of the committee members.

Action Step 2 5

Develop a plan for tracking and implementing the mentoring program.

Person Responsible

Noah Wilson

Schedule

On 10/17/2016

Evidence of Completion

The mentoring plan.

Action Step 3 5

Implement the mentoring program

Person Responsible

Noah Wilson

Schedule

Monthly, from 10/17/2016 to 5/19/2017

Evidence of Completion

Attendance reports from the mentoring activities

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Mentoring activities for students

Person Responsible

Noah Wilson

Schedule

Monthly, from 11/7/2016 to 5/19/2017

Evidence of Completion

Flyer and attendance at the events.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student discipline tracking

Person Responsible

Ben Ausman

Schedule

Monthly, from 11/7/2016 to 5/19/2017

Evidence of Completion

Referrals, positive behavior tracking, classroom behavior charts, and individualized tracking.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S2.A1 A296901	Create a committee that will run the mentoring program.	Wilson, Noah	9/26/2016	Names of the committee members.	10/17/2016 one-time
G2.B1.S2.A2 A296902	Develop a plan for tracking and implementing the mentoring program.	Wilson, Noah	9/26/2016	The mentoring plan.	10/17/2016 one-time
G2.B1.S1.A1 A296900	Create a plan showing when and how to best implement curriculum.	Gibbs, Marta	9/26/2016	The implementation plan	10/31/2016 one-time
G1.MA1 M300399	STAR Test data	Ausman, Ben	9/9/2016	The STAR reading and math growth and summary reports	5/19/2017 quarterly
G2.MA1 M300404	Discipline referrals	Ausman, Ben	11/7/2016	Referral data	5/19/2017 monthly
G1.B1.S1.MA1 M300395	STAR reading and math data	Ausman, Ben	9/9/2016	Quarterly data review meeting minutes	5/19/2017 quarterly
G1.B1.S1.MA1 M300396	Administration will review PLC agendas and minutes.	Ausman, Ben	9/9/2016	In-service records and meeting minutes.	5/19/2017 quarterly
G1.B1.S1.A1 A296897	Training on data collection tools.	Ausman, Ben	9/9/2016	PLC agendas and minutes.	5/19/2017 quarterly
G2.B1.S1.MA1 M300400	Percentage increase in clean card party participation and positive behavior tracking (AIMS cards).	Ausman, Ben	8/19/2016	Clean card party attendance and completed AIMS card.	5/19/2017 monthly
G2.B1.S1.MA1 M300401	The plan and schedule created	Ausman, Ben	11/1/2016	Lesson plans used within the classroom.	5/19/2017 quarterly
G2.B1.S2.MA1 M300402	Student discipline tracking	Ausman, Ben	11/7/2016	Referrals, positive behavior tracking, classroom behavior charts, and individualized tracking.	5/19/2017 monthly
G2.B1.S2.MA1 M300403	Mentoring activities for students	Wilson, Noah	11/7/2016	Flyer and attendance at the events.	5/19/2017 monthly
G2.B1.S2.A3 A296903	Implement the mentoring program	Wilson, Noah	10/17/2016	Attendance reports from the mentoring activities	5/19/2017 monthly
G1.B1.S1.A2 A296898	Use STAR Data to differentiate instruction in centers and intervention time.	Ausman, Ben	10/1/2016	Lesson plans and intervention groupings.	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. Academic Goal - Sunshine Elementary will focus on interventions based on STAR data (reading and math) to monitor and differentiate instruction to meet all student's needs. Both math and reading will make an increase of 5%

G1.B1 Lack of teacher training on data collection tools.

G1.B1.S1 Offer training sessions for the data collection tools to teachers and staff.

PD Opportunity 1

Training on data collection tools.

Facilitator

PLC leaders

Participants

Teachers and staff

Schedule

Quarterly, from 9/9/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Training on data collection tools.	\$0.00
2	G1.B1.S1.A2	Use STAR Data to differentiate instruction in centers and intervention time.	\$0.00
3	G2.B1.S1.A1	Create a plan showing when and how to best implement curriculum.	\$0.00
4	G2.B1.S2.A1	Create a committee that will run the mentoring program.	\$0.00
5	G2.B1.S2.A2	Develop a plan for tracking and implementing the mentoring program.	\$0.00
6	G2.B1.S2.A3	Implement the mentoring program	\$0.00
Total:			\$0.00