



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Sunshine Elementary School

601 SARA AVE N  
Lehigh Acres, FL 33971  
239-369-5836  
<http://sun.leeschools.net/>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
88%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
79%

## School Grades History

**2013-14**  
D

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Sunshine Elementary School

##### Principal

Ron Davis

##### School Advisory Council chair

Felicitas Carrillo

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cherry Gibson	Assistant Principal
Tammy Scott	Assistant Principal

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC committee is comprised of 13 parents, 4 administrators, 5 instructional staff, and 3 non instructional staff.

Sunshine Elementary School SAC Committee for 2013-2014

1. Mr. Davis Principal
2. Mrs. Gibson Assistant Principal
3. Mrs. Scott Assistant Principal
4. Jill Louzao Principal on Assignment
5. Kimberly Schmidt Reading Coach/Co-Chair-SAC
6. Felicitas Carrillo Parent /SAC President
7. Yvonne Plummer Volunteer/SAC Secretary
8. Mary Hart Parent/Sac -2nd Secretary/DAC member
9. Roxanna Castro-Ramirez Parent / volunteer/DAC member
10. Bob Sorenson Community Member
11. Allen Humfleet Community Member
12. Mrs. Petrekin Teacher / DAC Representative
13. Mrs. Hamsher Teacher / DAC Representative
14. Vivian Perry Support Staff

15. Georgia Simon School Nurse
16. Nora Martin Support Staff
17. Michelle Mutchler Parent
18. Marianne Leger Parent
19. Maria Guadalup Torres Parent
20. Julia Rios Jeronimo Parent
21. Denisley Tabares President of PALS
22. Siri Siripanthong Secretary of PALS
23. Patricia Loureiro Vice President of PALS
24. Ms. Karpinski Treasurer of PALS
25. Mrs. Susana Diaz 2nd Treasurer of PALS/ Translator

### **Involvement of the SAC in the development of the SIP**

The SAC committee reviews the current School Improvement Plan throughout the school year to determine if the plan still aligns with the goals of the school. All constituents 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.

### **Activities of the SAC for the upcoming school year**

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

### **Projected use of school improvement funds, including the amount allocated to each project**

\$ 10,500

Instructional materials for student achievement

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

3

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Ron Davis</b>		
Principal	Years as Administrator: 31	Years at Current School: 1

<b>Credentials</b>	B.S. of Arts; MS of Arts; School Principal Mathematics 6-12; School Principal K-12; ESOL
<b>Performance Record</b>	Assistant Principal Lee Middle School 1982-1983 Grade C District Office 1983-1989 Principal Lee Middle School 1989-1999 Grade B Lehigh Senior 1999-2004 Grade 1999 C, 2000 C, 2001 C, 2002 C, 2003 C, 2004 C Varisty Lakes Middle School 2004-2008 Grade 2004 C, 2005 B, 2006 B, 2007 B, 2008 A East Lee County High School 2008-2012 Grade 2008 D, 2009 F, 2010 F, 2011 F, 2012 F

<b>Cherry Gibson</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

<b>Credentials</b>	B.S. of Science M.S of Education
<b>Performance Record</b>	Sunshine Elementary School 2012-2013 Grade B Sunshine Elementary School 2013-2014 Grade C

<b>Tammy Scott</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

<b>Credentials</b>	B.S in Elemenatry School M.S in Educational Leadership
<b>Performance Record</b>	Administrator was not a part of the school's staff the previous year. Therefore, no scores or performance can be submitted. However, she comes as a respected teacher of reading curriculum and the common core standards.

### Instructional Coaches

#### # of instructional coaches

4

#### # receiving effective rating or higher

(not entered because basis is &lt; 10)



**Instructional Coach Information:****Donna Poland**

Full-time / School-based

Years as Coach: 13

Years at Current School: 3

**Areas**

Mathematics

**Credentials**

Elementary Education 1-6  
 ESOL  
 Mathematics  
 Gifted  
 Masters of Curriculum

**Performance Record**

Sunshine Elementary 2012-2013  
 School Grade: C  
 Sunshine Elementary 2011-2012  
 School Grade: B  
 Sunshine Elementary 2010-2011  
 School Grade: A  
 Sunshine Elementary 2009-2010  
 School Grade: A  
 Sunshine Elementary 2008-2009  
 School Grade: A  
 Sunshine Elementary 2007-2008  
 School Grade: A  
 Sunshine Elementary 2006-2007  
 School Grade: A  
 Sunshine Elementary 2005-2006  
 School Grade: A  
 Sunshine Elementary 2004-2005  
 School Grade: A  
 Sunshine Elementary 2003-2004  
 School Grade: A

<b>Maria Suarez</b>		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Mathematics	
<b>Credentials</b>	Elementary Education K-6 ESOL	
<b>Performance Record</b>	Sunshine Elementary 2012-2013 School Grade: C Sunshine Elementary 2011-2012 School Grade: B Sunshine Elementary 2010-2011 School Grade: A Sunshine Elementary 2009-2010 School Grade: A Sunshine Elementary 2008-2009 School Grade: A Sunshine Elementary 2007-2008 School Grade: A Sunshine Elementary 2006-2007 School Grade: A Sunshine Elementary 2005-2006 School Grade: A Sunshine Elementary 2004-2005 School Grade: A Sunshine Elementary 2003-2004 School Grade: A	

<b>Jessica Flanders</b>		
Full-time / School-based	Years as Coach: 10	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, Mathematics	
<b>Credentials</b>	Elementary Education K-6 Bachelor of Science Concentration Science ESOL Endorsed	
<b>Performance Record</b>	Sunshine Elementary 2012-2013 School Grade: C Sunshine Elementary 2011-2012 School Grade: B Sunshine Elementary 2010-2011 School Grade: A Sunshine Elementary 2009-2010 School Grade: A Sunshine Elementary 2008-2009 School Grade: A Sunshine Elementary 2007-2008 School Grade: A Sunshine Elementary 2006-2007 School Grade: A Sunshine Elementary 2005-2006 School Grade: A Sunshine Elementary 2004-2005 School Grade: A Sunshine Elementary 2003-2004 School Grade: A	

<b>Kimberly Schmidt</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Data	
<b>Credentials</b>	Masters in Reading (Reading K-12) ESE K-12 Pre K - Grade 3 ESOL	
<b>Performance Record</b>	Sunshine Elementary 2012-2013 School Grade: C Sunshine Elementary 2011-2012 School Grade: B Sunshine Elementary 2010-2011 School Grade: A	

**Classroom Teachers**

**# of classroom teachers**

74

**# receiving effective rating or higher**

59, 80%

**# Highly Qualified Teachers**

100%

**# certified in-field**

72, 97%

**# ESOL endorsed**

42, 57%

**# reading endorsed**

8, 11%

**# with advanced degrees**

21, 28%

**# National Board Certified**

2, 3%

**# first-year teachers**

8, 11%

**# with 1-5 years of experience**

23, 31%

**# with 6-14 years of experience**

26, 35%

**# with 15 or more years of experience**

17, 23%

**Education Paraprofessionals**

**# of paraprofessionals**

23

**# Highly Qualified**

100, 435%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Sunshine Elementary School hired 9 first year teachers for the 2013-2014 school year. Every teacher has been paired with a mentor teacher through the school district's APPLES program. Each pair completed a training with school based administration to explain the mentoring process and allow the teachers time to become acquainted with their partner.

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

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

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

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

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

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

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

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- To monitor the fidelity of the school's MTSS and SIP, the team accesses and analyzes data via Performance Matters as well as through Pinnacle. A team member is invited to attend MTSS meetings and follow up with the PTS Chair.
- When analyzing data, the team ensures the trend is showing growth and is aligned with the SIP.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

- Staff members utilize Performance Matters, STAR, and Pinnacle to monitor academic improvements.
- Teachers display class data within the classroom, and students track individual data on graphs.
- Grade-level data is displayed and discussed for teachers to compare school data to district averages and expectations.
- Individual student-based behavioral tracking systems are in place for children who need additional support through classroom "DOJO" and individual behavior report cards.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

- During inservice, staff is trained on the purpose of MTSS and given information of how the process works for students and how data will play a pivotal role in determining the appropriate interventions for success of students.
- In student-specific meetings, teachers are given information, materials, and any necessary training that will guide them to implement the process and interventions for their students' success.
- At every MTSS meeting, parents are briefed on the purpose of the process and how it will work for their child. Any questions are answered, and they are offered a parent brochure and a link to Student Services through the Lee County School District website offering additional information.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 110**Science Tutoring**

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

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?****Math Club**

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

**Who is responsible for monitoring implementation of this strategy?**

SES tutoring will also be offered to students in grades 3-5. We are awaiting word from the district on the model of the program.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Michelle Farmer	Kimberly Schmidt
Jessica Flanders	Donna Poland
Amanda Aquirre	Danielle Lee
Jennifer Wilson	Mathew Matera
Susan Jones	Rachel LeBlanc
Erin Donaghy	Kamisha Cunningham
Amy Depauw	Thersa Barker

**How the school-based LLT functions**

The School Based Literacy Team meets bi-weekly to review on-going assessments. Data guides the discussion and focus of the group. The School Based Literacy Team will utilize data from Performance Matters, FCAT Scores, Pinnacle, and Classroom Walkthroughs to assure effective instructional practices are utilized and student individual needs are met. There is a grade level representative as well as TIF leaders, coaches and administration. We use data to guide our instructional practices therefor helping increase student achievement.

**Major initiatives of the LLT**

1. Students will receive 120 minutes of uninterrupted reading instruction and 30 minutes of intervention or enrichment daily to ensure that students needs are met.
2. Students are grouped heterogenously in each classroom with the exception of the gifted and exceeds classrooms. The core academics reading, writing, math, and science programs have embedded scaffolding levels which allow teachers to differentaite individual instruction to ensure the targeted areas are met.
3. Third grade students need additional instructional focus in the areas of compare and contrast in Reading and measurement in Math
4. Fourth grade students need additional instructional focus in the areas of compare and contrast and cause and effect in Reading and algegraic thinking in Math
5. Fifth grade students need additional instructional focus in the areas of constructs meaning and informational text, words and phrases in context in Reading, measurement and algebraic thinking in Math, and scientific thinking and earth and space sciences in Science.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Grade level teams meet weekly to analyze data, share best practices, discuss instructional strategies, and resources. District standardized curriculum plans are utilized to assist with PLCs, lesson planning development, and instructional delivery. We utilize interactive literacy and math experiences throughout the curriculum.

All teachers utilize SUN time using systematic and explicit instruction through differentiated instruction. Administration performs weekly walkthroughs to ensure student engagement throughout all curricular areas. Assistant principal meet bi-weekly to review norm referenced tests, criterion-referenced tests in PLC groups to increase student achievement.

Additional Professional Development will be facilitated throughout the school year in PLC teams in order to promote best instructional practices in all academic areas that is specfic to grae level needs.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Objectives for Development and Learning:

Social-Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends



3. Participates cooperatively and constructively in group situations

- a. Balances needs and rights of self and others
- b. Solves social problems

Physical

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

Language

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

Cognitive

- 11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
- 12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
- 13. Uses classification skills
- 14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

Literacy

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

Literacy continued

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

- a. Writes name
- b. Writes to convey meaning

Mathematics

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

Science and Technology

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

Social Studies

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

The Arts

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

English Language Acquisition

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	72%
American Indian				
Asian	70%		No	73%
Black/African American	68%	53%	No	71%
Hispanic	65%	56%	No	69%
White	73%	66%	No	76%
English language learners	48%	28%	No	54%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	65%	57%	No	69%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	27%	35%
Students scoring at or above Achievement Level 4	187	33%	40%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	118	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	47	49%	54%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	61	46%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	41	31%	38%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	106	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	28	15%	24%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	58%	No	73%
American Indian				
Asian	83%	66%	No	84%
Black/African American	69%	52%	No	72%
Hispanic	68%	59%	No	71%
White	74%	70%	No	77%
English language learners	52%	23%	No	57%
Students with disabilities	54%	43%	No	59%
Economically disadvantaged	68%	58%	No	72%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	27%	34%
Students scoring at or above Achievement Level 4	170	31%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		69%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	231	37%	43%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	11	11%	20%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	23%	31%
Students scoring at or above Achievement Level 4	45	24%	32%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		56%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		56%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	150	14%	135%
Students retained, pursuant to s. 1008.25, F.S.	39	4%	2%
Students who are not proficient in reading by third grade	18	10%	8%
Students who receive two or more behavior referrals	30	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	62	6%	5%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parents will become involved in the development, review, and improvement of Title I programs through various activities throughout the academic year. These activities include, but not limited to, School Advisory Council (SAC) meetings, parent and teacher club, parent surveys, School Improvement Plan Committee, and Parent Involvement Advisory Committee. Parents will be encouraged, and invited to participate in these committees via Parent Guides, school newsletters, school website, flyers, parent link, marquee postings, parent letters, and personal invitations. All parent communications are provided in bilingual format (e.g., English and Spanish), in other languages (e.g., Haitian-Creole) if requested, and in a parent friendly format.

The School Advisory Council, of which the parents comprise 51%, will review, evaluate and provide feedback on how Title I funds should be allocated to parent involvement activities. Parents are invited to provide their input in relation to Title I programs during the open forum sections during SAC monthly meetings. SAC meetings, in order to enhance parent communication, will utilize a Talk System, which provides simultaneous translation in a preferable language (e.g., Spanish). All SAC meeting agendas, attendance roster and minutes will be maintained in the Title I Tool Kit for documentation.

In order to revise, evaluate, and develop the Parent Involvement Plan for the academic year 2013-14, Sunshine Elementary will create a Parent Involvement Advisory Committee comprised of a diverse group of individuals representing parents, teachers and administrators. The main function of the committee will be to revise and evaluate the current parent involvement plan, and develop a new plan for the next academic year. Prospective members of the committee will be notified of this opportunity via SAC meetings, newsletters, and personal invitations. Membership will be awarded to interested parties. In addition to the Parent Involvement Plan, the committee will review and revise the current School-Parent Compact. The School-Parent Compact will outline how parents, school staff and students will share the responsibility for improved student academic achievement and strengthen school, community and parent partnership in order to help our children achieve.

Parents will be encouraged to provide valuable feedback in the decision-making process of allocating funds for parent involvement activities. This parental input will be collected and analyzed annually via parent surveys and parent involvement activities/meetings/workshops evaluations in order to evaluate the effectiveness of the current parent involvement plan, and develop plan modifications if necessary. Parents will be informed of the committee progress during our SAC monthly meetings. The committee will present the plan for final approval in August, 2012. All documentation, such as agenda, sign-in sheets, and meeting minutes, will be maintained in the Title I Tool Kit.

Sunshine Elementary School continues to work towards developing a culture that both informs and

empowers our parents. The main focus is to engage parents in becoming partners with the school to support student learning. Our Title I meetings embody this process via a cohesive action plan for communicating, training, and reflecting about our Title I programs as well as professional development opportunities. The school facilitates, throughout the course of the year, numerous activities and opportunities for parents to learn about the various aspects of our school community as it relates to student academic achievement. For those parents unable to attend, the necessary information will be available through articles posted on the school website and/or school newsletter. Information about Title I services and other parent involvement documentation will be available for parent review in the main office via brochures or logs. Attendance logs, surveys, and meeting minutes are utilized during these activities to monitor parental participation and request additional input.

Some of the methods that we utilize to disseminate the information throughout the course of the academic year are:

1. Curriculum nights
2. Workshops specifically about assessments (FCAT)
3. Math Content Nights
4. On-going communication via newsletters, the school website, student progress reports, teacher and parent conferences, and phone calls
5. Meetings that are specifically designed to address and discuss the school's academic plan (SIP)
6. School Advisory Council meetings are structured to develop a risk-free environment for parents to engage in a dialogue about their child's academic development, concerns that they might have about the school, and/or any other issue related to the school community, reach out for targeted support, and provide the school with feedback for improvement, etc.

Sunshine Elementary adheres to the best practice of notifying parents of the various opportunities to be informed about Title I programs and services via parent notices, Parentlink, marquee signs, and newsletter announcements on a reasonable and realistic timelines. Specific parental concerns regarding the Title I program can be directed to the school and/or the District Title I Office.

Sunshine Elementary School continuously strives to increase opportunities for parental participation. Parental involvement is crucial for developing awareness and communication between families as well as strengthening the parent to school partnership. Bilingual personnel (English/Spanish is the most common format) is provided on an on-going basis to assist parents that may have limited English proficiency and/or special needs. A Haitian Creole translator is available from the district office. Some of the options our school provides to increase parental involvement for parents that may have limited English proficiency, disabilities, or migratory children include: (1) Translation services; (2) Parentlink; (3) Newsletters; (4) Report Cards; and (5) School Reports – all of which are provided in a bilingual format (if applicable: i.e., English/Spanish/Haitian-Creole). Simultaneous translations of meetings are available via the utilization of a 'talk-system.' In the event of a parent with special needs providing a timely notification of such need will allow for us to contact the District Office to provide a reasonable accommodation. Attendance logs, surveys, and meeting minutes are utilized during these activities to monitor parental participation and request additional input.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the perecentage that are in attendance at school wide events.	1649	67%	70%

## Goals Summary

**G1.** Students will read on grade level complex text with comprehension.

## Goals Detail

**G1.** Students will read on grade level complex text with comprehension.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal



## Plan to Monitor Progress Toward the Goal

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. The district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

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

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

Title X coordinates with Title I, Part A to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to servicing homeless students in non Title I schools, set aside funds are used to provide services to homeless students that are attending Title I schools. Homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goals of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and or accessibility to tutoring as needed, school supplies,

expedited evaluations, extended days/ learning opportunities, Saturday Schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them benefit more from a school's Title I program.

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the district. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. 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 olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for kindergarten and focusing on building literacy for early learning skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

Adult

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

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

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals