

The School District of Lee County

Sunshine Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	10
Title I Requirements	17
Budget to Support Goals	19

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)	2017-18 Title I School	2017-18 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	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Sunshine, Where Bright Futures Begin

School Leadership Team

Membership

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

Name	Title
Gibson, Cherry	Principal
Petrekina, Teri-Ann	Assistant Principal
Eaton, Kristen	Teacher, K-12
Farmer, Michele	Instructional Coach
Brandao, Erin	Assistant Principal
Beasley, Jessica	Teacher, K-12
Hart, Mary	SAC Member
Aguire, Amanda	Instructional Coach

Duties

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.

Peer Collaborative Teacher, Science, 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.

*Coach teachers in effective teaching skills.

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.
- * Analyze schoolwide data to determine areas of need.

School Counselors

- * Crisis Intervention
- * Teach Second Step Behavior curriculum.
- * Attends MTSS Team meetings and consult on MTSS Behavioral needs.
- * Provides teachers with guidance on working with students with emotional needs.
- * Individual and small group counseling
- * Student advocate

Intervention Support Specialist

- * MTSS Team facilitator.
- * Provides intervention strategies to the classroom teacher for Tier II & Tier III students.
- * 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.
- * Provide teachers with strategies for ESE students.
- * Teach small group lessons based on student's IEP goals..
- * Collect data in order to track progress and/or determine IEP goals.

Specialist (Behavior, OT, PT)

- * Complete student observations.
- * Collaborate with teachers.
- * Provide staff training.
- * Support students in meeting IEP goals.

Social Worker

- * Attend MTSS Team meetings, when requested.
- * Tracks attendance and holds truancy meetings with parents / guardians.
- * Conduct social-developmental history interviews and share with MTSS Team.
- * Conducts home visits, when necessary.
- * Holds Lunch Bunch meetings with students.

- * Creates an incentive plan for students with frequent absences.
- * Plans a quarterly perfect attendance party.

ESOL/ELL Representative

- * Attend all MTSS and IEP Team meetings for identified ELL students, advising and completing LEP paperwork.
- * Schedule language screenings and assessments.
- * Provide teachers with ELL interventions at all tiers.
- * Ensures ELL accommodations are being used.
- * Identify ELL students.
- * Oversee WIDA Testing.

Early Warning Systems

Year 2017-18

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	23	14	22	27	17	25	0	0	0	0	0	0	0	128
One or more suspensions	10	2	4	13	9	12	0	0	0	0	0	0	0	50
Course failure in ELA or Math	38	37	72	102	73	87	0	0	0	0	0	0	0	409
Level 1 on statewide assessment	0	0	0	53	28	53	0	0	0	0	0	0	0	134

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	35	32	43	70	64	72	0	0	0	0	0	0	0	316

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
The number of students identified by the system as exhibiting two or more early warning indicators:		
Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing category in the 2017-2018 school year was Math Lowest 25 Learning Gains. 32% of students in the lowest 25 demonstrated learning gains. In the 2016-2017 school year, the lowest 25% was not the lowest performing category and 54% of our students made learning gains in that category. From 2015-2016 to 2017-2018, we decreased from 54% to 32%.

Which data component showed the greatest decline from prior year?

In Grades 3 through 5, 46% of students were proficient in grade level standards based on Florida Standards Math Assessment. In math, Go Math and standards based instruction was used in classrooms. Students were monitored through quarterly STAR Math and biweekly formative assessments. Student data was frequently discussed in PLCs.

Which data component had the biggest gap when compared to the state average?

Math Achievement had the biggest gap compared to the state average (16% below).

Which data component showed the most improvement? Is this a trend?

Based on the 2017-2018 Florida Standards Assessments. Sunshine Elementary made no improvements. However, we maintained reading proficiency in 4th Grade ELA at 40%.

Describe the actions or changes that led to the improvement in this area.

In 4th grade ELA, students on grade level used Ready Gen. Students slightly below grade level used Read180 and students significantly below grade level were provided interventions using SRA. Students were grouped according to their reading level and additional push-in support was provided by Teacher Leaders, resource teachers and paraprofessionals.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	55%	56%	46%	54%	52%
ELA Learning Gains	47%	53%	55%	48%	52%	52%
ELA Lowest 25th Percentile	49%	47%	48%	47%	46%	46%
Math Achievement	46%	61%	62%	60%	60%	58%
Math Learning Gains	47%	59%	59%	64%	58%	58%
Math Lowest 25th Percentile	32%	46%	47%	51%	47%	46%
Science Achievement	38%	54%	55%	44%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23 ()	14 ()	22 ()	27 ()	17 ()	25 ()	128 (0)
One or more suspensions	10 ()	2 (0)	4 (0)	13 (0)	9 (0)	12 (0)	50 (0)
Course failure in ELA or Math	38 ()	37 (0)	72 (0)	102 (0)	73 (0)	87 (0)	409 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	53 (0)	28 (0)	53 (0)	134 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	55%	-15%	57%	-17%
	2017	45%	57%	-12%	58%	-13%
Same Grade Comparison		-5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	40%	53%	-13%	56%	-16%
	2017	40%	53%	-13%	56%	-16%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
05	2018	38%	52%	-14%	55%	-17%
	2017	47%	51%	-4%	53%	-6%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	58%	-23%	62%	-27%
	2017	45%	56%	-11%	62%	-17%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	49%	58%	-9%	62%	-13%
	2017	58%	62%	-4%	64%	-6%
Same Grade Comparison		-9%				
Cohort Comparison		4%				
05	2018	51%	57%	-6%	61%	-10%
	2017	61%	55%	6%	57%	4%
Same Grade Comparison		-10%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	38%	52%	-14%	55%	-17%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	31	27	15	30	19	15				
ELL	26	43	50	28	37	38	7				
BLK	36	44	48	38	42	36	33				
HSP	40	50	49	44	49	34	35				
MUL	42	35		75	56						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	47	42	60	57	47	23	57				
FRL	38	46	49	44	47	34	37				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	43	42	31	41	45	25				
ELL	21	38	43	35	60	60	25				
BLK	37	50	54	49	56	54	29				
HSP	41	50	56	53	57	55	43				
MUL	61	46		70	62						
WHT	59	54	46	65	54	42	66				
FRL	41	49	51	53	57	51	41				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Attendance
Rationale	In the 2017-2018 School Year, there were 128 students with 90% or less absences according to the EWS data. Student achievement is impacted when students are not in school. Teachers are required to contact parents when students miss three or more consecutive days. Also, the school social worker reaches out by contacting parents, conducting home visits, and wellness check. Quarterly Perfect Attendance Celebrations are also used as an incentive for students.
Intended Outcome	Decrease the percentage of chronically absent students (below 90%) from 11% to 8% as measured by the CASTLE early warning system by May 2019.
Point Person	Cherry Gibson (cherrymg@leeschools.net)
Action Step	
Description	<p>Quarterly Perfect Attendance recognition/celebration</p> <p>Parent Contact/Meetings</p> <p>School Social Worker monitors attendance</p> <p>School Social Worker's Lunch Bunch</p> <p>Clear expectations for teachers to communicate/notify social worker and/or parents when students are absent 3 or more consecutive days</p> <p>Engaging classroom instruction</p> <p>Creating a welcoming and caring environment for students and parents</p> <p>Full Time Intervention Support Specialist to monitor student attendance and academic progress</p>
Person Responsible	Cherry Gibson (cherrymg@leeschools.net)
Plan to Monitor Effectiveness	
Description	PLCs meet once a month to discuss students not making adequate progress with chronic absences Students with chronic attendance are referred to the school Social Worker and Intervention Support Specialist. Teachers monitor students in the classroom using Focus Attendance data. The school Social Worker notifies parents and sets up parent conferences. Students in the EWS are then monitored by the classroom teacher and Social Worker. A follow-up parent conference with administration and social worker to provide resources and support to parents.
Person Responsible	Cherry Gibson (cherrymg@leeschools.net)

Activity #2	
Title	FSA ELA learning gains for students below grade level
Rationale	For the 2017-18 school year, only 47% of students demonstrated improvement for ELA Learning Gains based on the FSA. A major theme is that we need to improve student proficiency in all areas of English Language Arts. We will be focusing on the students below grade level. The root cause is lack of foundational reading skills such as decoding, phonics, comprehension, vocabulary, and fluency.
Intended Outcome	The outcomes will be measured by quarterly i-Ready and STAR tests, district assessments, and grade level assessments. Increase the percentage of students making learning gains in ELA from 47% to 50% as measured by the ELA portion of the Spring 2019 Florida Standards Assessment.
Point Person	Erin Brandao (erinaw@leeschools.net)
Action Step	
Description	<p>Continue:</p> <p>High yield strategies - Some examples are: Higher Order Thinking, Distributed Summarizing, Numbered Heads Together, and Reading Comprehension Instruction</p> <p>Designated Intervention Time</p> <p>Intervention plan - The intervention plan includes an hour each day for Reading instruction. The students are grouped based on i-Ready and STAR data. The intervention programs include: Read180, System 44, SRA, i-Ready, ReadWell, and Really Great Reading.</p> <p>Academic Coaching Team - Resource teachers provide support during the intervention block for ELL, ESE, Bottom 25%, and those students below grade level.</p> <p>Professional Learning Communities (PLC) - PLCs review formative and summative assessment data, discuss best practices, review the EWS, and plan for whole and small group instruction using the High Yield Strategies.</p> <p>Standards-based data tracking - Data is tracked in weekly PLC meeting and used to guide small-group intervention.</p> <p>Data Conferences (Teacher & Administration) - Administration meets quarterly to discuss i-Ready and STAR data, as well as progress towards their goals.</p> <p>Enhance:</p> <p>Standards-Based Instruction - Curriculum maps and instructional guides are used in daily instruction. PLCs review the curriculum maps/guides in their weekly PLC and planning meetings. The guides/maps are also attached to the teacher's lesson plan.</p> <p>Research-Based Reading Strategies - Research based strategies are used in daily instruction by following the curriculum maps and instructional guides.</p> <p>AVID (5th grade) - All 5th grade classrooms use AVID strategies on a daily basis. AVID strategies include WICOR. (W - Writing, I - Inquiry, C - Collaboration, O - Organization, R - Reading to Learn)</p> <p>Effectively utilize MTSS - The process is more streamlined so we can effectively use resources to increase student achievement and pinpoint the areas of support based on Tier 2 and Tier 3 interventions. There is also a system in place to collect and track weekly data points.</p>
Person Responsible	Cherry Gibson (cherrymg@leeschools.net)
Plan to Monitor Effectiveness	
Description	Review data and track ELA progress from: Quarterly STAR assessments

Diagnostic, mid-year, and end-of-year i-Ready assessments

Administration will meet with each teacher and PLC after these assessments. Intervention placement may be changed if the student increases his/her score. The intervention subjects are also subject to change based on the assessment results.

Person Responsible Teri-Ann Petrekin (teriannrp@leeschools.net)

Activity #3

Title Behavior

Rationale For the 2017-18 school year, 50 students received an out of school suspension. A major theme is lack of instruction due to being out of the classroom because of behavior.

Intended Outcome Decrease the number of students receiving OSS from 50 to 35 as measured by SESIR reported to District Support Application System by May 2019.

Point Person Erin Brandao (erinaw@leeschools.net)

Action Step

Description

Continue:
PBIS (AIMS Rewards/Celebrations)
Behavior plans for students tied to MTSS, 504 plans, or IEPs
Social Worker & School Counselor meet with students
Save One Student (S.O.S) Mentoring Program
Child Study Team

Enhance:
Proactive supports in place for identifying students and providing resources
Peer Conflict Resolution
Clear expectations for adult mentors in the S.O.S. program

Person Responsible Cherry Gibson (cherrymg@leeschools.net)

Plan to Monitor Effectiveness

Description Monthly review of referral and suspension data. Refer the students, not making gains, to the child study team for additional help. The students may also be referred to the guidance counselor and/or the school social worker for additional resources.

Person Responsible Teri-Ann Petrekin (teriannrp@leeschools.net)

Activity #4	
Title	Bottom Quartile Learning Gains in Math on the FSA
Rationale	For the 2017-18 school year, only 32% of the students in our bottom quartile made learning gains in Math. A major theme was that our lowest 25% of math students did not make expected gains on the FSA.
Intended Outcome	The outcomes will be measured by quarterly i-Ready and STAR tests, district assessments, and grade level assessments. The goal is to increase the learning gains for students in the bottom quartile from 32% to 40% as measured by the Spring 2019 Math Florida Standards Assessment.
Point Person	Erin Brandao (erinaw@leeschools.net)
Action Step	
Description	<p>Continue:</p> <p>High yield strategies - Some examples are: Higher Order Thinking, Distributed Summarizing, Numbered Heads Together, and Reading Comprehension Instruction Designated Intervention Time</p> <p>Intervention plan - The students receive small group instruction based on i-Ready and STAR data.</p> <p>Instructional materials include REFLEX Math, SMATH Smarts, and HCPSS.</p> <p>Academic Coaching Team - Resource teachers provide support for ELL, ESE, Bottom 25%, and those students below grade level.</p> <p>Professional Learning Communities (PLC) - PLCs review formative and summative assessment data, discuss best practices, review the EWS, and plan for whole and small group instruction using the High Yield Strategies.</p> <p>Standards-based data tracking - Data is tracked in weekly PLC meeting and used to guide small-group intervention.</p> <p>Data Conferences (Teacher & Administration) - Administration meets three times a year with teachers to discuss i-Ready and STAR data, as well as student growth.</p>
	<p>Enhance:</p> <p>Standards-Based Instruction - Curriculum maps and instructional guides are used in daily instruction. PLCs review the curriculum maps/guides in their weekly PLC and planning meetings. The guides/maps are also attached to the teacher's lesson plan.</p> <p>Research-Based Reading Strategies - Research based strategies are used in daily instruction by following the curriculum maps and instructional guides.</p> <p>AVID (5th grade) - All 5th grade classrooms use AVID strategies on a daily basis. AVID strategies include WICOR. (W - Writing, I - Inquiry, C - Collaboration, O - Organization, R - Reading to Learn)</p> <p>Effectively utilize MTSS - The process is more streamlined so we can effectively use resources to increase student achievement and pinpoint the areas of support based on Tier 2 and Tier 3 interventions. There is also a system in place to collect and track weekly data points.</p>
Person Responsible	Teri-Ann Petrekin (teriannrp@leeschools.net)
Plan to Monitor Effectiveness	
Description	<p>Review data and track ELA progress from:</p> <p>Quarterly STAR assessments</p> <p>Diagnostic, mid-year, and end-of-year i-Ready assessments</p>

Administration will meet with each teacher and PLC after these assessments. Intervention placement may be changed if the student increases his/her score. The intervention subjects are also subject to change based on the assessment results.

Person Responsible Cherry Gibson (cherrymg@leeschools.net)

Activity #5	
Title	Proficiency on the STAR Reading Assessment for below grade level students
Rationale	For the 2017-18 school year, 37% of students demonstrated proficiency in Kindergarten through 2nd Grade on the STAR Reading Assessment. A major theme is that the majority of our K-2 students are making learning gains, but are not proficient.. We will be focusing on the students below grade level. The root cause is the lack of school readiness and background knowledge in Kindergarten. Students in 1st and 2nd grade continue to need remediation in basic phonics skills.
Intended Outcome	The outcomes will be measured by quarterly i-Ready and STAR tests, district assessments, and grade level assessments. The intended outcome is to increase the percentage of proficient KG-2nd Grade students, from 37% to 50%, as measured by the Spring 2019 STAR Reading Assessment.
Point Person	Cherry Gibson (cherrymg@leeschools.net)
Action Step	
Description	<p>Continue:</p> <p>High yield strategies - Some examples are: Higher Order Thinking, Distributed Summarizing, Numbered Heads Together, and Reading Comprehension Instruction</p> <p>Designated Intervention Time</p> <p>Intervention plan - The intervention plan includes an hour each day for Reading instruction. The students are grouped based on i-Ready and STAR data. The intervention programs include: Read180, System 44, SRA, i-Ready, ReadWell, and Really Great Reading.</p> <p>Academic Coaching Team - Resource teachers provide support during the intervention block for ELL, ESE, Bottom 25%, and those students below grade level.</p> <p>Professional Learning Communities (PLC) - PLCs review formative and summative assessment data, discuss best practices, review the EWS, and plan for whole and small group instruction using the High Yield Strategies.</p> <p>Standards-based data tracking - Data is tracked in weekly PLC meeting and used to guide small-group intervention.</p> <p>Data Conferences (Teacher & Administration) - Administration meets quarterly to discuss i-Ready and STAR data, as well as progress towards their goals.</p> <p>Enhance:</p> <p>Standards-Based Instruction - Curriculum maps and instructional guides are used in daily instruction. PLCs review the curriculum maps/guides in their weekly PLC and planning meetings. The guides/maps are also attached to the teacher's lesson plan.</p> <p>Research-Based Reading Strategies - Research based strategies are used in daily instruction by following the curriculum maps and instructional guides.</p> <p>Effectively utilize MTSS - The process is more streamlined so we can effectively use resources to increase student achievement and pinpoint the areas of support based on Tier 2 and Tier 3 interventions. There is also a system in place to collect and track weekly data points.</p>
Person Responsible	Teri-Ann Petrekin (teriannrp@leeschools.net)
Plan to Monitor Effectiveness	
Description	<p>Review data and track ELA progress from:</p> <p>Quarterly STAR assessments</p> <p>Diagnostic, mid-year, and end-of-year i-Ready assessments</p>

Administration will meet with each teacher and PLC after these assessments. Intervention placement may be changed if the student increases his/her score. The intervention subjects are also subject to change based on the assessment results.

Person Responsible Erin Brandao (erinaw@leeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Sunshine plans to build positive relationships with parents & families through multiple events such as PBiS Movie Nights, Dads Take your Child to School Day, & Muffins with Moms. Sunshine also plans on hosting AR Reading nights and Student-Led Conferences throughout the school year. Sunshine also hosts English and parenting classes for those parents that need them. The Harry Chapin food bank comes to the school each month in order to provide free food to families in need. All families are informed and invited to participate.

At the end of each SAC meeting, an exit slip is provided to all parents and stakeholders. They can comment on anything they feel needs to be improved and/or changed at the school.

Parents, students, teachers, and community partners are engaged in the needs assessment in a variety of ways. A survey is completed by parents and other stakeholders. All parents are invited to take the survey and it is translated in Spanish for those that speak Spanish. Newsletters, Parent Links, marquee messages, and other communication is also translated.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 school-wide mentoring program, Save One Student (SOS) 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. Mentees and mentors are encouraged to participate in the following activities throughout the school year, Lunch Group, check in/check out system, & academic checks.

Some students participate in group counseling, while others receive 1:1 counseling from the school counselor and/or social worker. 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.

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. 5th Grade Mentoring Programs, Gentleman of Quality & Ladies of Excellence also supports students in the transition between elementary and middle school. AVID (Advanced via Individual Determination) will be implemented in 5th grade. AVID will build student's organization, leadership, and communication skills.

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

The Problem Solving Team meets monthly to discuss the specific needs of students (academic and/or social emotional). The team identifies barriers for student success. Once barriers are identified, interventions are put in place to support the student and resources are provided. The team reconvenes during the period of implementation to determine the effectiveness of interventions and adjusts strategies, if necessary.

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. Opportunities include after school tutoring program in reading and math, and literacy workshops for parents as a result of the coordination of these funds.

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of the students. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. Our full-time Social Worker monitors student welfare, attendance and provides resources for parents.

Title I, Part A coordinates with Title III to expand academic opportunities such as after school tutoring, supplemental resources and materials for English Language Learners.

Through Title I, Part A, or Title I, Part A in conjunction to Title X homeless students can take part in services provided by the school and will receive support from the School Social Worker.

Food and Nutrition Services offers healthy meals to all students. This ensures all families are offered free meals throughout the year.

Early childhood education is offered to at-risk four year olds. This provides students with school readiness skills. English classes are offered weekly to parents needing to learn English.

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

Title I Funds from the federal government are used for after school tutoring. The bottom quartile is identified in grades 3-5 in ELA and Math and AM and PM tutoring sessions is offered based on parent preference. Students are grouped based on need and instructed by highly qualified teachers for twice a week, 60 minutes per session. Researched-based resources are used and teachers continuously monitor student progress during the tutoring period.

Title I funds are also used to improve student achievement. Peer Collaborative teachers provide coaching to improve instructional practices. Paraprofessionals provide small group support for our students identified as high risk. Three classroom teachers are funded through Title I.

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

5th grade students will be participating in AVID. Through AVID, students will develop a growth mindset and college and career readiness skills. Scholars Program is a partnership between Florida Gulf Coast University where students begin to think about post-secondary goals. Students in 4th and 5th grade are selected to participate in Scholars Program.

Sunshine also partners with multiple businesses. Surrounding businesses are committed to bridging the achievement gap.

During Read Across America day we have guest readers from various outlets read to students.

Sunshine has an annual Career Day for grades K-2. Multiple representatives from the community are invited in to speak to students about their job descriptions.

Part V: Budget

Total:

\$322,500.00