

The School District of Lee County

Sunshine Elementary School



2021-22 Schoolwide Improvement Plan

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Sunshine Elementary School

601 SARA AVE N, Lehigh Acres, FL 33971

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

Demographics

Principal: Erin Brandao

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (43%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2020-21 Title I School	2020-21 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	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Brandao, Erin	Principal	
Cooke, Jill	Assistant Principal	
Stanford, Michele	Assistant Principal	

Demographic Information

Principal start date

Monday 9/20/2021, Erin Brandao

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,152

Identify the number of instructional staff who left the school during the 2020-21 school year.

19

Identify the number of instructional staff who joined the school during the 2021-22 school year.

19

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	202	205	207	187	175	176	0	0	0	0	0	0	0	1152
Attendance below 90 percent	24	59	42	36	44	43	0	0	0	0	0	0	0	248
One or more suspensions	0	2	7	4	3	2	0	0	0	0	0	0	0	18
Course failure in ELA	1	26	30	80	44	20	0	0	0	0	0	0	0	201
Course failure in Math	1	12	19	55	46	21	0	0	0	0	0	0	0	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	48	44	0	0	0	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	65	67	0	0	0	0	0	0	0	140
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	21	20	56	64	55	0	0	0	0	0	0	0	217

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	1	0	0	9	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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	
Number of students enrolled	159	156	136	163	160	195	0	0	0	0	0	0	0	969
Attendance below 90 percent	15	26	14	16	26	29	0	0	0	0	0	0	0	126
One or more suspensions	0	1	1	5	1	3	0	0	0	0	0	0	0	11
Course failure in ELA	1	5	1	30	18	11	0	0	0	0	0	0	0	66
Course failure in Math	20	4	1	16	11	2	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	33	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	38	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	5	1	20	25	29	0	0	0	0	0	0	0	82

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	1	1	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	159	156	136	163	160	195	0	0	0	0	0	0	0	969
Attendance below 90 percent	15	26	14	16	26	29	0	0	0	0	0	0	0	126
One or more suspensions	0	1	1	5	1	3	0	0	0	0	0	0	0	11
Course failure in ELA	1	5	1	30	18	11	0	0	0	0	0	0	0	66
Course failure in Math	20	4	1	16	11	2	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	33	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	38	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	5	1	20	25	29	0	0	0	0	0	0	0	82

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	1	1	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	57%	57%	41%	55%	56%
ELA Learning Gains				52%	56%	58%	47%	53%	55%
ELA Lowest 25th Percentile				52%	50%	53%	49%	47%	48%
Math Achievement				52%	62%	63%	46%	61%	62%
Math Learning Gains				58%	65%	62%	47%	59%	59%
Math Lowest 25th Percentile				53%	54%	51%	32%	46%	47%
Science Achievement				39%	52%	53%	38%	54%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	49%	58%	-9%	58%	-9%
Cohort Comparison						
04	2021					
	2019	43%	55%	-12%	58%	-15%
Cohort Comparison		-49%				
05	2021					
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	61%	-6%	62%	-7%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	62%	-6%	64%	-8%
Cohort Comparison		-55%				
05	2021					
	2019	42%	58%	-16%	60%	-18%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	50%	-13%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/8.1	21/16.4	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/2.3	5/10.4	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/3.7	19/15.1	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	2/4.5	6/12.5	0/0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/12.7	36/25.9	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/11.1	0/0	0/0
	English Language Learners	1/2.0	5/9.1	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/3.3	19/13.9	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/2.1	2/3.6	0/0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/16.8	38/29.7	56/45.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/8.3	1/9.1
	English Language Learners	1/3.2	5/15.2	8/24.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/4.2	23/17.8	36/28.1
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/15.4	3/25.0
	English Language Learners	1/3.1	3/8.8	8/24.2

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/19.5	55/35	73/45.3
	Economically Disadvantaged			
	Students With Disabilities	3/20	3/20	4/28.6
	English Language Learners	2/4.3	8/17.4	12/25.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/8.3	24/15.4	34/21.7
	Economically Disadvantaged			
	Students With Disabilities	1/6.7	3/20	2/14.3
	English Language Learners	0/0	5/10.9	4/8.9
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/22.3	54/35.8	60/39.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/3.4	4/13.8	3/10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/9	39/20.	50/25.9
	Economically Disadvantaged			
	Students With Disabilities	1/6.7	0/0	1/5.9
	English Language Learners	2/5.7	4/10.8	7/18.4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	36/19.8	65/34	91/49.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	3/21.4	4/26.7
	English Language Learners	2/6.3	5/13.9	12/33.3

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	14	18	24	22	31	12				
ELL	31	35	36	34	38	32	26				
BLK	34	40		30	23	33	23				
HSP	44	45	37	40	42	39	33				
MUL	42			33							
WHT	44	48		50	41		65				
FRL	38	39	33	34	33	33	26				
2019 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 2017-18	C & C Accel 2017-18
SWD	15	44	42	23	34	29	24				
ELL	34	53	47	43	54	44	22				
BLK	38	45	61	43	54	63	34				
HSP	42	53	48	51	57	50	35				
MUL	57	50		57	64		60				
WHT	53	60	57	63	63	47	49				
FRL	39	50	56	48	55	49	33				
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						
WHT	47	42	60	57	47	23	57				
FRL	38	46	49	44	47	34	37				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	315

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend most visible, among the entire school, is the downward scores of students due to the pandemic. The school's total percentage in 17-18 was 43%, in 18-19 was 50%, then in 20-21, it dropped to 39%. The population of students with disabilities (SWD) shows the following trend: ELA proficiency in 17-18 was 10%, in 18-19 was 14.8%, and 20-21 was 19.7%. While this is an upward trend, it is still too low for an ESSA subgroup. Our English Language Learners show the following trend: ELA proficiency in 17-18 was 29.9%, in 18-19 was 34.5%, and 20-21 was 31.4%. This subgroup of students hovers close to the 32% mark. Science scores in 5th grade show the following trend: proficiency in 17-18 was 38.4%, in 18-19 was 39.3 %, and 20-21 was 35.4%. One factor is our SWD population. Their science proficiency scores are as follows: 17-18 14.8%, 18-19 24%, and 20-21 12%. Only half as many SWD were proficient in 20-21 versus 18-19..

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that had the greatest gap compared to the state average is 5th Grade Proficiency in Math and ELA. Compared to the state's average there is an eighteen point difference in ELA and Math. The state average in ELA Proficiency is 56% whereas Sunshine's average is 38%. The state average in Math Proficiency is 60% and Sunshine's average is 42%. In ELA & Math, level two students did not make a learning gain move to proficiency and we did not sustain the proficiency of level three students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A factor contributing to this gap is our intervention focus. All school-wide structured intervention is in reading and tutoring is not offered to level three math and ELA students. ELA proficiency has been trending below the state average since 2014-2015. A contributing factor to this gap over the past five years is the lack of school readiness of students when they enter kindergarten and the need for more emphasis on standards-based instruction that builds towards proficiency.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement in the 2018-2019 school year are Learning Gains in 4th Grade Math and Learning Gains in the lowest 25% in 4th Grade ELA. In 4th Grade Math, we increased 18 points from 45% to 63% in the 2018-2019 school year. In 4th Grade ELA, we increased 15 points from 35% to 50% in the 2018-2019 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The new actions taken school year were in the areas of tutoring and reading intervention. Subject area experts planned quality tutoring lessons based on heavily tested FSA standards. All students in levels 1 & 2 were invited to participate in tutoring. Students in grades K-2 were also offered ELA tutoring. Fifth grade students proficient in reading were invited to science tutoring, as well. ELA intervention takes place Monday - Thursday and Math intervention takes place on Friday. A new intervention program, System 44, is now being offered to any 3rd grade student that cores below proficiency in reading. All grade levels are now implementing AVID strategies and all teachers are being offered the AVID training. Also, every teacher was trained in incorporating High Yield Strategies in their daily lessons. PLCs review summative & formative data to effectively for intervention, enrichment and extension of the standards.

What strategies will need to be implemented in order to accelerate learning?

The strategies that need to be implemented to accelerate learning are:
 PLC discussions and planning will revolve around best practices, standards based instruction, attention to the ALDs, examining what the standard is calling for, where the students are, and what steps instructional staff need to take to impact the student's current learning. Content experts among the grade level will model, coach, and support team members when utilizing High Yield, AVID, and Kagan strategies into their daily instructional practices/routines. Backwards design to ensure the standards being taught within each Exemplar will be modeled for team members during the planning process to engage all team members.
 Administration ties data chats to goals by addressing grade level SMART goals, School Improvement Goals that aligns with Envision 2030.
 SMART Goals are discussed during PLC meetings and teachers share best practices to support SMART Goals. Documentation of Meeting Minutes are recorded within the PLC Agendas, located in Google Drive.
 Students document their progress/goal alignment within their AVID Binders, as well as being able to share the information during individual student data chats.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our school's year-long PD plan has considered the ABCDs priorities by incorporating HRS considerations to directly correlate with our goal for increased student engagement and rigorous learning opportunities. Our PD plan is certainly flexible on the needs of our school, so staff surveys

will be conducted.

Each month we will provide PD for all staff. The monitoring and follow up process will continue during administrative walkabouts and learning walks, focusing on student engagement. Through the PLC process, teams will be required to take turns modeling a new Kagan structure that administration will have an opportunity to see in action in classrooms. This will be introduced at the beginning of the PLC cycle for grade level.

As we provide PD for our teachers, a tiered approach will be naturally provided as it applies to the audience receiving the training. APPLES teachers will receive introductory training to many of our monthly PDs to ensure information has been front loaded for them. APPLES meetings occur the 1st Monday each month, since PD occurs the 3rd Wednesday, our APPLES teachers will have an opportunity to explore each content prior to seeing it for the first time. APPLES meetings are also offered to any staff member interested in learning about the provided topic. We look to invite year 2 teachers to continue the Onboarding process. As AVID strategies are provided, we will provide mini-sessions to grade levels to ensure we are exposing teachers to strategies that are applicable to their student's level.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability are monthly PDs, coaching for teachers that may need additional assistance in the classroom, additional PD on iReady, and additional science tutoring in the fall.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with disabilities was defined as a critical subgroup for Sunshine Elementary. This is the 3rd testing year where this group has scored below 32% proficiency on the ELA portion of the FSA.
Measurable Outcome:	ELA proficiency of students with disabilities will go from 15% (2019) to 32% on the 2022 FSA ELA.
Monitoring:	This area of focus will be monitored by iReady diagnostics taken during the year and the ELA FSA taken in the spring of 2022.
Person responsible for monitoring outcome:	Erin Brandao (erinrb@leeschools.net)
Evidence-based Strategy:	K-2 will use the iReady Toolkit during intervention and “How to Plan Differentiated Reading Instruction K-3” by Sharon Walpole. Grades 3-5 (for students with significant deficits in reading foundational skills) will use System 44 (3rd), iReady Teacher Toolbox based on students' needs and HD Word. Grades 3-5 (for students with significant deficits in reading comprehension) will use the iReady Teacher Toolbox and Success Coach. Weekly monitoring will take place by administration for teachers and coaches.
Rationale for Evidence-based Strategy:	These strategies/resources have all been selected based on approval by the Lee County School District. Each of them is research based and approved for use.

Action Steps to Implement

Each month the PLCs will discuss ESE, MTSS, & L25 students progress.

Person Responsible	Erin Brandao (erinrb@leeschools.net)
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#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	The ELL subgroup is a large part of the population of Sunshine Elementary. This population scored at a 44% proficiency on the 2019 ELA FSA.
Measurable Outcome:	The ELL subgroup will go from 44% proficient to 47% proficient on the Spring 2022 ELA FSA.
Monitoring:	This area of focus will be monitored by the iReady Diagnostic tests throughout the year.
Person responsible for monitoring outcome:	Erin Brandao (erinrb@leeschools.net)
Evidence-based Strategy:	K-2 will use the iReady Toolkit during intervention and “How to Plan Differentiated Reading Instruction K-3” by Sharon Walpole. Grades 3-5 (for students with significant deficits in reading foundational skills) will use System 44 (3rd), iReady Teacher Toolbox based on students' needs and HD Word. Grades 3-5 (for students with significant deficits in reading comprehension) will use the iReady Teacher Toolbox and Success Coach. Weekly monitoring will take place by administration for teachers and coaches.
Rationale for Evidence-based Strategy:	These strategies/resources have all been selected based on approval by the Lee County School District. Each of them is research based and approved for use.

Action Steps to Implement

Teachers will incorporate ESOL strategies into their lessons. There are 6 ESOL paraprofessionals on campus that work with the members of the ELL population.

Person Responsible Erin Brandao (erinrb@leeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus	In the 2020-2021 School Year, there were 126 students with 90% or less absences according to the EWS data. Student achievement is impacted when students are not in school.
Description and Rationale:	
Measurable Outcome:	Sunshine Elementary will decrease the percentage of chronically absent students (below 90%) from 13% to 10% as measured by the CASTLE early warning system by May 2022.
Monitoring:	The expectation is that teachers will take accurate attendance each day by 9:30 am. Teachers who forget to take attendance will be reminded via email from the information specialist. For positive support, the social worker asks teachers to celebrate their class perfect attendance by displaying a perfect attendance poster outside their door daily. The social worker further supports positive student attendance by having a drawing each Friday on the school news, selecting two lucky classrooms for a little treat for their great efforts.
Person responsible for monitoring outcome:	Erin Brandao (erinrb@leeschools.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Positive Behavior Intervention & Supports (PBiS) 2. Multi-Tiered System of Supports (MTSS)
Rationale for Evidence-based Strategy:	Positive Behavior Intervention & Supports (PBiS) improves social emotional and academic outcomes for all students. Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which database problem solving and decision-making is practiced across all levels of the educational system for supporting students.

Action Steps to Implement

Teachers are expected to call home to check on students after 3 consecutive days of the student being absent. Attendance letters will be sent home to students after 5, 7, 10, and 15 unexcused absences. The school social worker will follow-up with habitually absent students to brainstorm strategies and support to aid the family and promote better attendance for the student(s).

Person Responsible Erin Brandao (erinrb@leeschools.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: In the 2020-2021 school year, 11 students in the Early Warning System (EWS) received one or more out of school suspensions. In the 2018-2019 school year, 65 students in the Early Warning System (EWS) received one or more out of school suspensions. Students in the early warning system continue to need self-regulation skills and a major theme is lack of instruction due to being out of the classroom because of behavior.

Measurable Outcome: Sunshine Elementary will decrease the number of students in the Early Warning System (EWS) receiving OSS from the 65 in 2018-2019 to 35 as measured by SESIR reported to District Support Application System by May 2022.

Monitoring: Sunshine Elementary utilizes the PBIS team to discuss student issues, and provides a tiered approach to deal with specific behavior. This team meets monthly to ensure students are successful. We will also utilize referral data in Focus to observe where the referrals are being generated from, time of day, the reason behind why referrals are necessary, as well as address whether certain sub-groups are receiving referrals more frequently. Continued observations, coaching, monitoring, and support to students and teachers will be provided as needed to support those identified. The PBIS team will address these concerns and strategize further steps as necessary, case by case, during their monthly meetings.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

1. Positive Behavior Intervention & Supports (PBIS)
2. Multi-Tiered System of Supports (MTSS)

Rationale for Evidence-based Strategy: Positive Behavior Intervention & Supports (PBIS) improves social emotional and academic outcomes for all students. Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which database problem solving and decision-making is practiced across all levels of the educational system for supporting students.

Action Steps to Implement

1. PBIS Supports are in place to promote school-wide positive behavior. Each student has a Scholar Card and will earn rewards when they display positive behavior. This will reinforce our school-wide expectations of being safe, respectful & responsible.
2. Behavior plans tied to MTSS are monitored with the MTSS team to ensure each student's unique needs are met and addressed for positive behavior supports socially, emotionally, and/or academically.
4. Save One Student (S.O.S) Mentoring Program - Adults at Sunshine mentors students with 5 or more discipline referrals the previous school year. Mentors check-in with students each week, which allows the mentor to develop a positive relationship with the students. There are also events held at various times throughout the year to celebrate the relationship.
4. Child Study Team identifies students in the Early Warning System to develop school based social and emotional supports for students.

Person Responsible Erin Brandao (erinrb@leeschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: For the 2020-2021 school year, 34% of the students in 5th grade were proficient in Science. A major theme was that our students that are proficient in ELA (42%) did not score as high in Science proficiency as they could.

Measurable Outcome: Sunshine Elementary will increase the percentage of 5th grade students proficient in Science 34% to 37% as measured by the Spring 2022 Statewide Science Assessment.

Monitoring: The three Science Monitoring Tests will show the student growth and/or needs.

Person responsible for monitoring outcome: Jessica Beasley (jessicalbe@leeschools.net)

Evidence-based Strategy:

1. High Yield Strategies - examples include: Higher Order Thinking, Distributed Summarizing, Numbered Heads Together
2. Advancement Via Individual Determination (AVID)
3. Standards-Based Instruction
4. Kagan Cooperative Learning
5. Researched-based tutoring program
6. Professional Learning Communities (PLC)

Rationale for Evidence-based Strategy: The following strategies, High Yield Strategies, AVID, and Kagan are researched-based and prove to raise student learning and achievement significantly. High Yield strategies has a greater than average influence on student achievement. Science tutoring is based on the standards that baseline test shows that need intervention and reteaching.

Action Steps to Implement

Reteaching and reassessing will occur on-going. Students will be provided an opportunity to demonstrate their new knowledge on Summatives, Quarterly, and Mid-Year Tests with cumulative standards. 3rd-5th grade will also use spiraling bellwork to review previous standards. It is imperative that the 5th grade students review the 3rd-5th grade standards as they will be assessed on all/or any of them on the SSA. In an effort to address this need, our Science enrichment teacher will concentrate on 3rd grade science accessed and also accessed standards for each class, 3rd - 5th, and the Science resource teacher will focus on 4th grade science accessed and also accessed standards.

Person Responsible Erin Brandao (erinrb@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Sunshine Elementary School had 18 students that received one or more suspension in the 20-21 school year. We utilize the Early Warning System to help track student behavior. The early warning system will be utilized to ensure that students can successfully complete their year of education. The dean of students will track and conference with students who have behavior concerns as well as provide those students with a mentor teacher to build a relationship with those students. The school counselor and social worker will work with those students who may have social economic disadvantages as well that result in attendance concerns. The guidance counselor and social worker will also conduct lunch bunch groups to build positive relationships and experience for our students as it pertains to school.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Sunshine Elementary hosts two curriculum opportunities, Reading and Math nights, where teachers educate parents on standards students need to master throughout the school year. 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. The survey is available in English, Spanish and Haitian Creole. Newsletters, School Messenger Phone calls, and other communication is also translated.

The school's PBIS School Wide expectations are communicated and displayed in every classroom, hallways, cafe, and other student areas. Teachers review and reinforce these expectations daily and students are encouraged to follow these expectations throughout the building. Sunshine Elementary also recognizes a "Student of the Month", featuring them as a SunRay on our morning news. As part of our mentoring program, we utilize the S.O.S (Save One Student) system. Teachers have an opportunity to choose a student from the S.O.S wall located in the main office, establish a connection with their student, support, encourage and meet regularly with the student throughout the year to reinforce the ABCDs and overall success of their S.O.S.. Students will be added as they are identified, and we continue to support our previous S.O.S/mentor partnerships to ensure a positive school experience for each student. The purpose and hope of this program is to deter problem behaviors, increase teacher-student connections, and build a caring and nurturing school environment where students are happy and feel safe to learn. Students that also exhibit positive student behavior are recognized within the PBIS system by being about to earn teacher/staff initials as they fill in their sunrays on their behavior chart. Part of the reward system is earned

happy cart visits monthly, shout outs on the WSUN News, being recognized on our PBIS bulletin board and being nominated for the "Do the Right Thing Award" as it applies. Each day, student and staff birthdays are called out on the WSUN News.

A butterfly garden has also been planted as a place where students and staff can go to relax and enjoy nature.

All staff members are also involved in various staff appreciation activities.

Some of those activities are:

The Happy Cart, which comes around periodically to deliver snacks,

Drawings for teachers and staff to win prizes for perfect attendance and handing out Suns to students for signatures.

Monthly food truck visits to campus.

Teacher and staff appreciation week.

The Sunshine Squad also celebrates staff with periodic fun extras. They also take care of organizing baby and bridal showers, plus get cards and/or flowers for those that are sick or have a death in their family.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment by attending SAC meetings, curriculum nights, and AVID night. Monthly SAC meetings, comprised of teachers, staff members, parents, community and business members, are held to disseminate information to parents from the district as well as ongoing school-wide information. SAC Meetings are held at various times throughout the school year to accommodate parents. 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.

Student group data for all student groups including regular Ed, ESE, gifted, ELLs, L25, educationally disadvantaged and historically underserved, is shared and participants are asked to help identify school needs. Stakeholders will participate as the result of invitations through the school newsletter, School Messenger, Peach Jar, personal phone calls, personal invitations, flexible meeting times, and traditional flyers sent home in advance of the event. Business and community members are involved in the SAC meetings, as well as special events held at the school.

Input from stakeholders will be collected through surveys, exit tickets, open discussions, email, and Parent Messenger. These communications will be flexible in format such as online, in person or on paper, allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to identify school needs and create a plan. Stakeholders are invited to planning meetings to help design schoolwide plans. Implementation of the plans happens during the school year. Evaluation of the school wide plans happen at the end of the year. The 1% set aside for parent involvement is determined with the help of parents, the parent involvement specialist, and administration

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$192,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	0711 - Sunshine Elementary School	Title, I Part A	4.0	\$192,000.00
			<i>Notes: ESE teachers for each grade level</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	0711 - Sunshine Elementary School	Title, I Part A	10.0	\$18,000.00
			<i>Notes: Tutoring</i>			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$43,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0711 - Sunshine Elementary School	Title, I Part A	0.44	\$19,000.00
			<i>Notes: Parent Involvement Specialist (A paraprofessional who is .44 FTE)</i>			
			0711 - Sunshine Elementary School	Title, I Part A	0.5	\$24,000.00
			<i>Notes: Social Worker</i>			
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$48,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0711 - Sunshine Elementary School	Other	1.0	\$48,000.00
			<i>Notes: Dean of Discipline</i>			
5	III.A.	Areas of Focus: Instructional Practice: Science				\$1,940.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	0711 - Sunshine Elementary School	Title, I Part A	3.0	\$1,940.00
			<i>Notes: Science tutoring</i>			
Total:						\$302,940.00