Richard L. Sanders School

2019-20 School Improvement Plan

Table of Contents

Richard L. Sanders School

5025 76TH AVE N, Pinellas Park, FL 33781

http://it.pinellas.k12.fl.us/schools/sanders

Demographics

Principal: Heidi D'ambrosio

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
ESSA Status	CS&I

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Richard L. Sanders is that all students will master the academic, behavioral, and affective skills necessary to grow into successful adults preparing them for college, career, and life.

Provide the school's vision statement

100% Student Success - Equity with Excellence for All

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
D'Ambrosio, Heidi	Principal	
Edwards, Jacqueline	Assistant Principal	
Bobak, Alicia	Instructional Media	
Flowers, Shante	Teacher, K-12	
Lowry, Dana	Other	
Parker, Megan	Attendance/Social Work	
WIllower, Alicia	Other	
Gaynier, Gregory	Teacher, ESE	
Andrusis, Michael	Teacher, ESE	
Warren, Whitney	Teacher, ESE	
Berry, Shannon	Teacher, ESE	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	1	1	7	4	5	9	11	10	19	8	4	1	80
Attendance below 90 percent	0	0	1	2	3	4	7	9	6	11	7	4	1	55
One or more suspensions	0	0	0	0	0	0	6	7	9	5	12	3	1	43
Course failure in ELA or Math	0	0	0	1	0	0	3	3	5	6	0	0	0	18
Level 1 on statewide assessment	0	0	0	3	2	2	8	9	7	9	7	1	0	48

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	0	0	1	4	3	4	9	8	7	11	7	3	0	57

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	3	0	0	2	1	1	5	1	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	1	0	2	1	0	0	4

FTE units allocated to school (total number of teacher units)
22

Date this data was collected or last updated
Tuesday 7/16/2019

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	1	1	5	6	5	12	12	15	20	11	2	1	91
One or more suspensions	0	0	0	0	0	0	4	9	7	12	6	1	1	40
Course failure in ELA or Math	0	0	0	1	0	0	3	2	5	6	0	0	0	17
Level 1 on statewide assessment	0	0	0	6	2	5	10	8	7	8	1	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	0	1	1	6	4	5	9	7	8	10	3	0	0	54

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	60%
ELA Learning Gains	0%	63%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	55%	52%
Math Achievement	0%	72%	62%	0%	69%	61%
Math Learning Gains	0%	63%	59%	0%	64%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	59%	52%
Science Achievement	0%	64%	56%	0%	62%	57%
Social Studies Achievement	0%	81%	78%	0%	82%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	1 (0)	1 (0)	7 (0)	4 (0)	5 (0)	9 (0)	11 (0)	10 (0)	19 (0)	8 (0)	4 (0)	1 (0)	80 (0)
Attendance below 90 percent	0 ()	0 ()	1 ()	2 ()	3 ()	4 ()	7 ()	9 ()	6 ()	11 ()	7 ()	4 ()	1 ()	55 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	6 (0)	7 (0)	9 (0)	5 (0)	12 (0)	3 (0)	1 (0)	43 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	3 (0)	3 (0)	5 (0)	6 (0)	0 (0)	0 (0)	0 (0)	18 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	2 (0)	2 (0)	8 (0)	9 (0)	7 (0)	9 (0)	7 (0)	1 (0)	0 (0)	48 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	56%	-56%	58%	-58%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	56%	-56%	58%	-58%
	2018	0%	51%	-51%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	54%	-54%	56%	-56%
	2018	0%	50%	-50%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	10%	51%	-41%	54%	-44%
	2018	0%	49%	-49%	52%	-52%
Same Grade Comparison		10%				
Cohort Comparison		10%				
07	2019	0%	51%	-51%	52%	-52%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	55%	-55%	56%	-56%
	2018	0%	55%	-55%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	62%	-62%	62%	-62%
	2018	0%	62%	-62%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	64%	-64%	64%	-64%
	2018	0%	62%	-62%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	60%	-60%
	2018	0%	61%	-61%	61%	-61%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	44%	-44%	55%	-55%
	2018	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	60%	-60%	54%	-54%
	2018	0%	59%	-59%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	31%	-31%	46%	-46%
	2018	0%	31%	-31%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	0%	54%	-54%	53%	-53%
	2018	0%	57%	-57%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	51%	-51%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	62%	-62%	67%	-67%
2018	0%	63%	-63%	65%	-65%
Compare	0%				
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	68%	-68%	71%	-71%
2018	0%	66%	-66%	71%	-71%
Compare	0%				

| HISTORY EOC | | | | | |
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	70%	-70%
2018	0%	70%	-70%	68%	-68%
Compare		0%			

| ALGEBRA EOC | | | | | |
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	61%	-61%
2018	0%	57%	-57%	62%	-62%
Compare		0%			

| GEOMETRY EOC | | | | | |
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	56%	-56%	56%	-56%

Subgroup Data

| 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 2016-17	C & C Accel 2016-17

| 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	140
Total Components for the Federal Index	5
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	19
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The state assessment data indicates that 45% of our students achieved learning gains in ELA and 42% of our students achieved learning gains in math. Our math learning gains showed the lowest performance. The learning gain percentages in both areas demonstrated positive growth trends. However, when compared to similar schools and district averages the data indicates a need for continuing the focus on closing the achievement gap and increasing proficiency rates not just learning gains school-wide. The major factor that contributed to the performance in math was a lack of rigor with math instruction combined with inefficient utilization of data in planning to close the achievement gap and inefficient use of data to identify gaps in student learning.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data demonstrated positive gains in ELA and Math when comparing this year to the previous year. We had a 7% increase in ELA learning gains and a 6% increase in Math learning gains. However, our students continue to underperform in regards to proficiency rates in both ELA and Math. The majority of students scored an Achievement Level 1 on the Spring state assessments. Despite our focus on standards based planning and increasing rigor, the data indicates a need to continue this focus in order to increase proficiency rates on state assessments including EOCs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

According to the ESSA data indicates that our greatest gap is the proficiency of White students at only 19%. They continue to underperform when compared to our African American students who demonstrated 28% proficiency. Both groups are considerably below the district average for proficiency of 50% or more. The contributing factors for the gap are lack of student engagement in rigorous standards based instruction and the inefficient use of data to plan for instruction and planning to close the achievement gap.

Our data also indicates a gap in the number of students absent 10% or more. Contributing factors included a high mobility rate, mental illness resulting in multiple baker acts, and students on runaway status or unaccounted for by the guardian that cannot be removed from our rosters.

Which data component showed the most improvement? What new actions did your school take in this area?

The Spring 2019 state assessment data indicates that 45% of our students made learning gains in ELA up 7% from the 2017-2018 school year at 38%. The Spring 2019 state assessment data indicates that 42% of our students made learning gains in Math up 6% from the 2017-2018 school year at 36%. We completed more small group and individual data chats with teachers throughout the school year and conducted more walkthroughs and observations to monitor instruction than the previous year. We began every day with a morning circle to build a more positive classroom culture in elementary and continued our implementation of Restorative Practices to help support and build a positive school climate.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reflecting on our current EWS data our two primary areas of concerns are Course Failures and Absences. The student population we serve are historically transient, which leads to gaps in learning and high absenteeism. In the 2018-2019 school year of 22.5% (18/80) of students failed a core course resulting in the need for remediation. In the 2018-2019 school year 69% (55/80) of students were absent more than 10% of the school year. Absenteeism impacts student achievement. Our primary area of concern is attendance. We had 55 students absent 10% or more.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. By effectively implementing high-leverage strategies that support Student-Centered learning with Rigor, then the percent of all students achieving learning gains will increase 20% across all content areas.
2. By effectively implementing high-leverage strategies that support Planning to Close the Achievement Gap Using Data, then the percent of all students achieving learning gains will increase 20% across all content areas.
3. By effectively implementing high-leverage strategies which support Organizing Students to Interact with Content and Utilizing Engagement Strategies, then the percent of all students achieving learning gains will increase 20% across all content areas.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English/Language Arts Learning Gains
Rationale	Currently, 45% of our students are achieving learning gains in ELA, that was an increase from 38% during the 2017-2018 school year.

State the measureable outcome the school plans to achieve	Our school goal is to increase the percent of all students achieving learning gains in ELA from 45% (2018-2019) to 65% by May 2020 as measured by FSA/FSAA ElA data and School Improvement Rating.
Person responsible for monitoring outcome	Alicia WIllower (willowera@pcsb.org)
Evidence-based Strategy	Strengthen staff knowledge to effectively Organize Students to Interact with Content, Engage students in Rigorous Student-Centered Instruction, and Plan to Close the Achievement Gap for all subgroups using data through professional development. Teachers will monitor student achievement through benchmark assessments and participate in data chats both individually and small groups with students, colleagues, and school leadership.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 65% or above and make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Data chats are imperative for teachers to analyze student progress and identify areas in need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Action Step	
Description	1. Deliver instruction designed according to research-based principles, specifically following the "gradual release of responsibility" model of teaching. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening, and responding to instruction and engaged in learning behaviors (reading, writing, speaking, & listening). 2. Regularly assess (formally and informally) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction. 3. Ensure the consistent application of instructional supports/resources for all students during core instruction and independence, including supports for students with exceptional needs and students in all under-performing subgroups. For example, iReady. 4. Identify and connect instructional staff members to their corresponding district professional development cohort (core connections, department chair) to support their development as content leaders. 5. Administrators conduct walkthroughs for evidence of standards based instruction through Organizing Students to Interact with Content and Engaging students in Rigorous Student-Centered Instruction in a student

centered classroom and then administrators will collaborate with literacy coach/staff developers to provide feedback and determine next steps.

Person Responsible   Heidi D'Ambrosio (dambrosioh@pcsb.org)

#2	
Title	Mathematics Learning Gains
Rationale	Currently, 42% of our students are achieving learning gains in Math, that was an increase from 36% during the 2017-2018 school year.

State the measureable outcome the school plans to achieve	The percent of all students achieving learning gains in mathematics will increase from 42% to 65% or above, as measured by 2019-2020 state assessment mathematics data by May 2020.
Person responsible for monitoring outcome	Michael Andrusis (andrusism@pcsb.org)
Evidence-based Strategy	Strengthen staff knowledge to effectively Organize Students to Interact with Content, Engage students in Rigorous Student-Centered Instruction, and Plan to Close the Achievement Gap for all subgroups using data through professional development. Teachers will monitor student achievement through benchmark assessments and participate in data chats both individually and small groups with students, colleagues, and school leadership.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 62% or above and make progress toward closing the achievement gap in all identified subgroups. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Action Step	
Description	1. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of systemic documents (adopted curriculum, pacing guides, etc.) and learning tasks aligned to Mathematics Florida Standards (MAFS). 2. Connect mathematics teachers to professional learning opportunities around instructional shifts, standards, assessments, and instructional methods. 3. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and the 8 Mathematical Practices based on classroom and student level data. 5. Ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and promote strong alignment between standard, target, and task.
Person Responsible	Jacqueline Edwards (edwardsjac@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 28% of students met proficiency on the statewide standardized assessment in Science for grades 5, 8 and/or Biology EOC, as evidenced in ESSA and EOC data (Level 3 or above). District achievement was at 57%. We expect our performance level to be 45% by May 2020.

State the measureable outcome the school plans to achieve	The percent of all students achieving science proficiency will increase from 28% to 45%, as measured by 2019-2020 Statewide Science Assessment/EOC data.
Person responsible for monitoring outcome	Gregory Gaynier (gaynierg@pcsb.org)
Evidence-based Strategy	By strengthening staff knowledge of high-leverage strategies to effectively Organize Students to Interact with Content, Engage students in Rigorous Student-Centered Instruction, and Plan to Close the Achievement Gap for all subgroups using data through professional development. Teachers will monitor student achievement through benchmark assessments and participate in data chats both individually and small groups with students, colleagues, and school leadership.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student achievement to 45% or above and make progress toward closing the achievement gap in all identified subgroups.Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Action Step	
Description	1. Connect science teachers to professional development around standards, assessments, and instructional methods. 2. Teachers meet in PLCs at least one time per month to review student work/data (ES-3rd and 4th Grade Diagnostic Assessment, MS-GAP Diagnostic) and plan for instructional lessons aligned to science standards and remediation during core instruction to improve student engagement in cognitively complex science tasks. 3. Enhance staff capacity to support students through purposeful activation and transfer strategies that include the utilization of a variety of modalities when presenting concepts and instruction to meet the needs of each student. 4. Support staff to utilize data to organize students to interact with content in manners that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 5. Administrators regularly observe science lessons to monitor strategy implementation and collaborate with literacy coach and science Instructional Staff Developer to provide feedback and support next steps.

Person Responsible	Heidi D'Ambrosio (dambrosioh@pcsb.org)

#4	
Title	Social Studies
Rationale	Our current level of performance is 0%, as evidenced in Civics and U.S. History EOC data. The district average is 70% student achievement.

State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency in Social Studies will increase from 0% to 45%, as measured by Civic and U.S. History State Assessment/EOC data.
Person responsible for monitoring outcome	Heidi D'Ambrosio (dambrosioh@pcsb.org)
Evidence-based Strategy	By strengthening staff knowledge of high-leverage strategies to effectively Organize Students to Interact with Content, Engage students in Rigorous Student-Centered Instruction, and Plan to Close the Achievement Gap for all subgroups using data through professional development, then student achievement in Social Studies will increase. Teachers will monitor student achievement through benchmark assessments and participate in data chats both individually and small groups with students, colleagues, and school leadership.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 62% or above and make progress toward closing the achievement gap in all identified subgroups. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Action Step	
Description	1. Connect Social Studies teachers to relevant professional development around standards, assessments, and instructional methods. 2. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of systemic documents (adopted curriculum, pacing guides, etc.) and learning tasks aligned to Florida Social Studies Standards. 3. Conduct regular, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating Florida Standards. 4. Administrators review lesson plans and conduct walkthroughs monitoring for evidence of engagement in standards-based Social Studies content. 5. Administrators collaborate with content specialists/staff developers to provide feedback to support teacher growth and determine next steps.
Person Responsible	Heidi D'Ambrosio (dambrosioh@pcsb.org)

#5	
Title	College Career Readiness
Rationale	Our current level of performance is 2 - 12th grade students eligible for graduation, both students graduated with their zoned high school. Both students participated in their IEP meetings and goal development. Both students were recommended and referred to vocational rehabilitation, one student participated and one did not because he was electing to join the armed forces after graduation. We expect our performance level to be 60% or greater by April 2020. The problem/gap is occurring because few site-based vocational/college preparatory opportunities are currently being offered on our campus.
State the measureable outcome the school plans to achieve	The percent of all students participating in vocational or college preparatory/ coaching programs will increase from 50% (1 out 2 students in the graduating cohort) to 60%, as measured by course transcripts, individualized education plans (IEP), College/Career Entrance Exam Data, and ACT/SAT data.
Person responsible for monitoring outcome	Shannon Berry (berrys@pcsb.org)
Evidence-based Strategy	By strengthening stakeholders' understanding of the Pathways to Graduation (HS), increase student participation in college and career readiness opportunities, and facilitate students tracking their individual progress with support from school staff.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on strengthening stakeholders' understanding of the Pathways to Graduation (HS), increase student participation in college and career readiness opportunities, and facilitate students tracking their individual progress with support from school staff we will see an increase in students enrolling in career and college courses.
Action Step	
Description	1. Increase participation in pre-college exams by offering SAT/ACT/Career Readiness coursework. 2. Monitor student academic performance and course enrollment to ensure students have access to rigorous courses and vocational/college preparatory programs 3. Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options. 4. Ensure each student has the option to participate in Career Assessment or Vocational Rehabilitiation prior to graduation. 5. Administrators conduct walkthroughs for evidence of Career and College Readiness content classrooms and collaborate with staff developers to provide feedback and determine next steps.
Person Responsible	Jacqueline Edwards (edwardsjac@pcsb.org)

#6	
Title	Graduation Rate
Rationale	Our graduation rate varies from year to year. During the 2018-2019 school year, we had two seniors, one graduated on time with his zoned high school, the other student graduated with Access Points but was not an on time graduate. The problem/gap is occurring because of the frequent changes in residence/placements of our students/families, student mental health needs, academic deficits, and low motivation associated with a history of prior negative school experiences. If we intensify our staff and student focus on individual student data, we will be able to provide continuous academic, behavior, and attendance supports that more closely align with what the data tells us the student needs are and our graduation rate would increase.
State the measureable outcome the school plans to achieve	Our graduation rate will increase from 50% (2018-19) to 75% as measured by PCS Graduation Cohort Report data and the Federal Percent of Points Index report.
Person responsible for monitoring outcome	Heidi D'Ambrosio (dambrosioh@pcsb.org)
Evidence-based Strategy	Increase and strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate. Intensify graduation committee focus on consistently monitoring data and interventions for individual students to ensure on-track promotion throughout high school.
Rationale for Evidence-based Strategy	If we intensify our staff and student focus on individual student data, we will be able to provide continuous academic, behavior, and attendance supports that more closely align with what the data tells us the student's needs and the graduation rate would increase.
Action Step	
Description	1. Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options. 2. Monitor student academic performance and course enrollment to ensure students have access to courses that meet graduation requirements and vocational/college preparatory programs. 3. Revise student's schedules, enrolling them in credit recovery programs as needed to reduce course failures/retentions 4. Teachers/Administration will meet with students to monitor their academic performance, discuss graduation requirements, and connect students with vocational/college preparatory programs.
Person Responsible	Heidi D'Ambrosio (dambrosioh@pcsb.org)

#7	
Title	Bridging the Gap Plan
Rationale	49 of 80 students or 61% of our total school population make up this subgroup. Spring 2019 Florida State Standardized Assessments scores indicate that 27% of students scored proficient according to the ESSA Data. In order to prepare students for college, career, and life our African American students achieving proficiency needs to increase.
State the measureable outcome the school plans to achieve	The percent of all students in our Black/African American Subgroup scoring proficient will increase from 27% to 55% (2019-2020) as measured by Florida State Standardized Assessments and the 2019-2020 Federal Percent of Points Index report.
Person responsible for monitoring outcome	Dana Lowry (lowryd@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior thereby increasing student engagement and achievement.
Action Step	
Description	1. Ensure staff has access to real-time data specific to students in our Black/African American subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on equity and excellence and monitor the implementation of equity practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students attitude towards school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Shannon Berry (berrys@pcsb.org)

#8	
Title	School Climate/ Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is In School Suspensions 211 (ISS) at a rate of 1.68 per student. Our current level of performance in school-wide behavior is In School Suspensions 120 (0SS) at a rate of 0.95 per student. We expect our performance level to be less than 150 (ISS) and less than 100 (OSS) by May 2020.

State the measureable outcome the school plans to achieve	ISS will decrease from 211 (2018-19) to 150 or below and OSS will decrease from 120 (2018-2019) to 100 or below as measured by the end of the year ISS data from the PCS School Profile Dashboard by May 2020. The number of students on Level 3 will increase by at least 10 students more than the 2018-2019 school year.
Person responsible for monitoring outcome	Dana Lowry (lowryd@pcsb.org)
Evidence-based Strategy	Support the development of school-wide ownership of equitable and restorative practices in classrooms where culturally responsive teaching is regularly occurring and positive behavior interventions and supports are evident.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on strengthening our implementation of restorative practices, culturally responsive teaching, social emotional learning, and PBIS, we will create a learning environment where students feel valued and engaged in learning leading to increased adherence to processes and increased student achievement.

Action Step	
Description	1. Maintain at least two Equity Champions 2. Maintain at least one IIRP licensed certified trainer 3. Cultivate at least two AVID CRT teachers 4. Facilitate staff PD on Restorative Practices, PBIS, Culturally Relevant Teaching, Social Emotional Learning, and Equity with Excellence 5. Analyze data and conduct monthly school-wide reviews to monitor the fidelity of implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, and Social Emotional Learning
Person Responsible	Dana Lowry (lowryd@pcsb.org)

#9	
Title	Attendance
Rationale	Our average daily attendance rate was 77.3% for the 2018-2019. The problem/gap in attendance is occurring because of the frequent changes in residence/placements of our students/families, mental health needs, and low motivation associated with a history of prior negative school experiences. In order to improve outcomes for students both academically and behaviorally, we need to improve student attendance. During the 2018-2019 school year, 55 students or 69% of students were absent 10% or more.
State the measureable outcome the school plans to achieve	The percent of our student population missing 10% or more days of school will decrease from 69% to 45% or less, as measured by attendance dashboard data in Focus. Our average daily attendance rate will increase from 77.3% to 90% by May 2020 as measured by School Profile and Focus.
Person responsible for monitoring outcome	Megan Parker (parkerme@pcsb.org)
Evidence-based Strategy	The use of individualized interventions to address and support the needs of students on an ongoing basis using the problem-solving process and working directly with students and families in effectively tracking their own academic, behavioral, and attendance through the use of their individual student data chat binders (ABC Binder, Academic, Behavior, Attendance).
Rationale for Evidence-based Strategy	The use of data chat binders will assist in increasing awareness of not only their academic and behavioral needs but their attendance as well. When students and families are able to link their attendance to academic gains and understand the impact attendance can have on their learning, families will encourage students to attend and students will be more accountable for their attendance.
Action Step	
Description	1. Identify students from the 2018-2019 school year with 10% or more absences and monitor these students. 2. Ensure attendance is accurately taken and recorded daily and reflects the appropriate entry codes (e.g. Pending entries cleared). 3. Review individual student data and identify specific needs/barriers and effectiveness of strategies. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis through the child study team. 4. SBLT will monitor attendance data weekly and identify specific contact people for students in this category 5. Positive phone calls and calls of concern will be made to families/guardians to identify reason for absence 6. Create monthly incentives and awards for good attendance through PBIS
Person Responsible	Megan Parker (parkerme@pcsb.org)

#10	
Title	Family and Community Engagement
Rationale	To increase the number of parents who attend our parent engagement activities; we struggle to achieve a 15% participation rate. To increase our community partnerships which support our students and their academic growth. These partnerships allow us to provide our students and families with additional resources such as school supplies, positive behavior supports, and explore possible employment opportunities. To increase the number of parents and guardians who complete our surveys after each event. Administrators, the School Advisory Council, and the School Based Leadership team review these surveys and disseminate the information to the entire staff to ensure that our trainings meet the needs of our families. To increase the number of signed Compacts. By signing the Compact, the parent is making a strong commitment to their child's education and acknowledging the importance of the relationship between the home and the school.

State the measureable outcome the school plans to achieve	A 10% increase in the number of parents and guardians who attend our parent engagement activities. A 10% increase in the number of parents and guardians who complete surveys after each event. A 10% increase in the number of parents and guardians who return Title 1 Parent-School Compacts.
Person responsible for monitoring outcome	Alicia Bobak (bobaka@pcsb.org)
Evidence-based Strategy	We will use School Messenger, newsletters, flyers, phone calls, daily point cards, and the school website. Administrators will reach out to community businesses to increase stakeholder partnerships. We will continue to survey parents and guardians after each event. These surveys allow parents to provide suggestions and comments on future trainings which will support their child's learning gains as well as barriers to attendance. We will help families support their child's academic progress by sharing data on a regular basis. Sharing student data helps to create and maintain a strong bond between parents and the school. We also recognize that parents and guardians may need training understanding their child's specific data; staff will meet with them individually as needed. Staff meet with parents to develop and monitor each students' Individual Education Plan. Involvement includes understanding all the exceptional student education including Safeguards, Functional Behavior Assessments, and Matrix of Services.
Rationale for Evidence-	Educational research has proven that a strong rapport and open communication between school and parents leads to increased student academic gains. We use parent-sign in attendance sheets to track

based Strategy	attendance at each event and offer meetings and activities at multiple times during the day to allow more parents to attend. Data is maintained on the Title 1 Parent-School Compacts and the school reaches out to the parents who have not responded. Our staff maintains relationships with our Community Partners by volunteering at their community events and activities. Teachers communicate with each parent daily by sending home point cards; students are required to have the parent sign the point card and return it the next day. Monthly progress reports are also provided to the parents.

Action Step

Description	1. Regular data chats with parents to discuss student learning and behavioral gains. 2. Regular communication with parents through School Messenger, newsletters, school website, personal phone calls from teachers and social workers. 3. Parents are provided with academic tools and resources to allow them to work effectively with their children at home. 4. Seek to create community partnerships that support our students and their families. 5. Administrators will seek community stakeholder input on how they would like to support our school. 6. Our social workers will provide our families support and outside agencies' referrals as needed. 7. Administrators will maintain an open door policy; parents and guardians are welcome at any time and are encouraged to share questions, comments, or concerns. 8. We offer child friendly activities and refreshments at each event for parents who lack child care. 9. Parents are invited to participate in our School Advisory Council.
Person Responsible	Alicia Bobak (bobaka@pcsb.org)

#11	
Title	Healthy Schools
Rationale	Our current level of performance is bronze, as evidenced in the Alliance for a Healthier Generation Healthy Schools Program Framework. We expect our performance to remain bronze by April 2020. The problem/gap is occurring because PBS food rewards do not adhere to smart snack guidelines.

State the measureable outcome the school plans to achieve	We will maintain Bronze Level National Healthy School Award by April 2020.
Person responsible for monitoring outcome	Gregory Gaynier (gaynierg@pcsb.org)
Evidence-based Strategy	If our healthy school team collaborated to monitor the implementation of administrative guidelines for wellness across the different grade levels K-12 and in the various school areas, our school will have a greater opportunity to increase our adherence to smart snack guidelines and become eligible for recognition.
Rationale for Evidence-based Strategy	By sharing what we learned in the training modules with school staff and students and monitoring the implementation of our Healthy School Program Action Plans, the healthy school team can support the implementation of administrative guidelines for wellness and our school will have a greater opportunity to become eligible for silver or gold level recognition in the future.
Action Step	
Description	1. Assemble/Maintain a Healthy School Team made up of a minimum of four (4) individuals including PE/Health teacher, Classroom teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Students 2. Attend Healthy Schools Program Training 3. Complete Healthy Schools Program Training and implement Healthy School Action Plan 4. Complete Bronze Level National Healthy School Award application 5. Provide students with new healthy food choices for PBS
Person Responsible	Gregory Gaynier (gaynierg@pcsb.org)

#12	
Title	ESSA - Black/ African American Students
Rationale	Students identified as Black/African American make up 61% of our total school population or 49 of 80 students. Spring 2019 Florida State Standardized Assessments scores indicate that 27% of students scored proficient according to the ESSA Data. In order to prepare students for college, career, and life our African American students achieving proficiency needs to increase.
State the measureable outcome the school plans to achieve	The percent of all students in our Black/African American Subgroup scoring proficiently will increase from 27% to at least 45% (2019-2020) as measured by Florida State Standardized Assessments.
Person responsible for monitoring outcome	Heidi D'Ambrosio (dambrosioh@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

Action Step	
Description	1. Ensure staff has access to real-time data specific to students in our Black/ African American subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on Equity with Excellence teaching practices and monitor the implementation of Equity practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students' attitudes toward school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Heidi D'Ambrosio (dambrosioh@pcsb.org)

#13	
Title	ESSA - White Students
Rationale	28 of 80 students or 35% of our student population are identified as being in the White subgroup. Spring 2019 state assessment data indicates that 17% of students in this subgroup scored proficiently in ELA and Mathematics.
State the measureable outcome the school plans to achieve	The percent of all students in our White Subgroup scoring proficientlywill in crease from 17% (2018-19) to at least 45% (2019-2020) as measured by Florida State Standardized Assessments.
Person responsible for monitoring outcome	Heidi D'Ambrosio (dambrosioh@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.
Action Step	
Description	1. Ensure staff has access to real-time data specific to students in our white subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on Equity with Excellence teaching practices and monitor the implementation of Equity practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students' attitudes toward school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Heidi D'Ambrosio (dambrosioh@pcsb.org)

#14	
Title	ESSA - Economically Disadvantaged Students
Rationale	83.8% of our student population are identified as being in the economically disadvantaged subgroup. Spring 2019 state assessment data indicates that 30% of student in this subgroup scored proficient.

State the measureable outcome the school plans to achieve	The percent of all students in our Economically Disadvantaged Subgroup achieving proficiency will increase from 30% (2018-19) to at least 45% (2019-2020) as measured by FSA/FSAA ELA data.
Person responsible for monitoring outcome	Heidi D'Ambrosio (dambrosioh@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.
Action Step	
Description	1. Ensure staff has access to real-time data specific to students in our Economically Disadvantaged subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on Equity with Excellence practices and monitor the implementation of Equity practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students attitude towards school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Heidi D'Ambrosio (dambrosioh@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget

1	III.A	**Areas of Focus: English/Language Arts Learning Gains**	$0.00
2	III.A	**Areas of Focus: Mathematics Learning Gains**	$0.00

3	III.A	**Areas of Focus: Science**	**$0.00**
4	III.A	**Areas of Focus: Social Studies**	**$0.00**
5	III.A	**Areas of Focus: College Career Readiness**	**$0.00**
6	III.A	**Areas of Focus: Graduation Rate**	**$0.00**
7	III.A	**Areas of Focus: Bridging the Gap Plan**	**$400.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	3231 - Richard L. Sanders School	School Improvement Funds		$400.00
			Notes: Due to the lack of an MTSS Coach in the ESE Centers staffing model, we will utilize these funds to extend the analysis of academic, behavioral, and BTG data to outside of the contractual school day in an effort to meets the needs of each individual student school-wide. This MTSS "data coordinator" will also track school-wide trend data.			

8	III.A	**Areas of Focus: School Climate/ Conditions for Learning**	**$0.00**
9	III.A	**Areas of Focus: Attendance**	**$0.00**
10	III.A	**Areas of Focus: Family and Community Engagement**	**$0.00**
11	III.A	**Areas of Focus: Healthy Schools**	**$0.00**
12	III.A	**Areas of Focus: ESSA - Black/ African American Students**	**$0.00**
13	III.A	**Areas of Focus: ESSA - White Students**	**$0.00**
14	III.A	**Areas of Focus: ESSA - Economically Disadvantaged Students**	**$0.00**
		Total:	**$400.00**