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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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
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 Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

School Board Approval

This plan is pending approval by the Pinellas 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.

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

Name	Title	Job Duties and Responsibilities
D'Ambrosio, Heidi	Principal	
Flowers, Shante	Teacher, K-12	
Lowry, Dana	Other	
Parker, Megan	Attendance/Social Work	
Willower, Alicia	Other	
Gaynier, Gregory	Teacher, ESE	
Warren, Whitney	Teacher, ESE	
Berry, Shannon	Teacher, ESE	
Cardwell, Michael	Assistant Principal	
Rigney, Kam	Teacher, ESE	VE Specialist
Bobak, Alycia	Instructional Media	

Demographic Information

Principal start date

Saturday 7/1/2017, Heidi D'ambrosio

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.*

5

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.*

17

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
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 Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

Early Warning Systems**Current Year**

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	0	0	3	2	4	7	8	10	10	13	8	7	3	75
Attendance below 90 percent	0	0	3	0	2	4	7	8	7	11	5	4	1	52
One or more suspensions	0	0	0	0	4	2	7	5	4	6	1	3	1	33
Course failure in ELA	0	0	0	0	0	0	3	1	1	1	1	0	0	7
Course failure in Math	0	0	0	0	0	0	2	1	0	2	1	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	3	6	6	9	4	3	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	3	7	7	9	6	2	0	37

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	0	0	2	2	7	8	4	12	4	4	0	43

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	2	0	0	1	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	1	0	0	0	2

Date this data was collected or last updated

Monday 7/6/2020

Prior Year - 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	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

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
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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	
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 inpatient hospitalizations, 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?

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 22.5% (18/80) of students failed a core course (ELA and/or Math) resulting in the need for remediation. During the 2019-2020 school year we had 13.5% (10/74) of students failed a core course (ELA and/or Math), this was an improvement of 9% over the previous year. In the 2018-2019 school year 69% (55/80) of students were absent more than 10% of the school year. During the 2019-2020 school year 63% (47/74) students were absent more than 10% of the school year. Absenteeism continues to impact student achievement and we only made minimal gains. in this area Our primary area of concern continues to be attendance. We had 47 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.
4. By increasing PBIS supports, creating a House Model, and developing a common language across the school using CHAMPs strategies, student behavior will decrease and student achievement will increase.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Due to the COVID pandemic we do not have testing data from the 2019-2020 school year. During the 2018-2019 school year, 45% of our students achieved learning gains in ELA, that was an increase from 38% during the 2017-2018 school year.

Measurable Outcome: Our school goal is to increase the percent of all students achieving learning gains in ELA from 45% (2018-2019) to 65% by May 2021 as measured by FSA/FSAA ELA data and our School Improvement Rating from Maintaining to Commendable.

Person responsible for monitoring outcome: Alicia Willlower (willlowera@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 and professional learning communities. 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 Steps to Implement

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).

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

Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

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

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 and IXL.

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

Identify and connect instructional staff members to their corresponding district professional development cohort (core connections, department chair) to support their development as content leaders.

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

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)

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. Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Due to the COVID pandemic we do not have testing data from the 2019-2020 school year. During the 2018-2019 school year, 42% of our students achieved learning gains in Math, that was an increase from 36% during the 2017-2018 school year.

Measurable Outcome: The percent of all students achieving learning gains in mathematics will increase from 42% to 65% or above, May 2021 as measured by FSA/FSA Math data and improve our School Improvement Rating from Maintaining to Commendable.

Person responsible for monitoring outcome: Michael Cardwell (cardwellm@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 Steps to Implement

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).

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction. Connect mathematics teachers to professional learning opportunities around instructional shifts, standards, assessments, and instructional methods.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

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.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

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 Michael Cardwell (cardwellm@pcsb.org)

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. Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

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

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Due to the COVID pandemic we do not have testing data from the 2019-2020 school year. During the 2018-2019 school year, 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 2021.

Measureable Outcome:

The percent of all students achieving science proficiency will increase from 28% in 2018-2019 to 45%, as measured by Statewide Science Assessment/ EOC data by May 2021.

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 Steps to Implement

Connect science teachers to professional development around standards, assessments, and instructional methods.

Person Responsible

Michael Cardwell (cardwellm@pcsb.org)

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.

Person Responsible

Michael Cardwell (cardwellm@pcsb.org)

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.

Person Responsible

Michael Cardwell (cardwellm@pcsb.org)

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. Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

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. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Due to the COVID pandemic we do not have testing data from the 2019-2020 school year. During the 2018-2019 school year, 0 students were proficient, as evidenced in Civics and U.S. History EOC data. The district average is 70% student achievement.

Measureable Outcome: 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 by May 2021.

Person responsible for monitoring outcome: Michael Cardwell (cardwellm@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 Steps to Implement

Connect Social Studies teachers to relevant professional development around standards, assessments, and instructional methods.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

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.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

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. Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

Administrators review lesson plans and conduct walkthroughs monitoring for evidence of engagement in standards-based Social Studies content.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

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)

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. Regularly assess (formally and informally as well as for preconceptions and misconceptions) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

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

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:	Due to the COVID pandemic we do not have testing data from the 2019-2020 school year. During the 2018-2019 school year 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 2021. The problem/gap is occurring because few site-based vocational/college preparatory opportunities are currently being offered on our campus.
Measurable Outcome:	The percent of all students participating in vocational or college preparatory/coaching programs will increase from 50% (1 out of 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:	Kam Rigney (rigneyk@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 Steps to Implement

Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.

Person Responsible Kam Rigney (rigneyk@pcsb.org)

Ensure that every student has the option to participate in Career Assessment or Vocational Rehabilitation prior to graduation, and that all students are referred to Vocational Rehabilitation for career assessment and that students have a well developed understanding of how this can support their future goals.

Person Responsible Kam Rigney (rigneyk@pcsb.org)

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 Heidi D'Ambrosio (dambrosioh@pcsb.org)

Increase participation in pre-college exams by offering SAT/ACT/Career Readiness coursework.

Person Responsible Kam Rigney (rigneyk@pcsb.org)

Monitor student academic performance and course enrollment to ensure students have access to rigorous courses and vocational/college preparatory programs

Person Responsible Kam Rigney (rigneyk@pcsb.org)

#6. Instructional Practice specifically relating to Graduation**Area of Focus Description and 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. At the end of 2019-2020 we did not have any seniors, the one we did have transferred to another district.

Measureable Outcome:

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 by May 2021.

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 Steps to Implement

Annually review of each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.

Person Responsible

Kam Rigney (rigneyk@pcsb.org)

Monitor student academic performance and course enrollment to ensure students have access to courses that meet graduation requirements and vocational/college preparatory programs.

Person Responsible

Heidi D'Ambrosio (dambrosioh@pcsb.org)

Monitor student academic performance and course enrollment to ensure students have access to courses that meet graduation requirements and vocational/college preparatory programs.

Person Responsible

Kam Rigney (rigneyk@pcsb.org)

Ensure that students are referred to Vocational Rehabilitation for career assessment and that they understand how it supports their post graduation goals.

Person Responsible [no one identified]

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

According to School Profiles, students identified as Black/African American make up 45.9% of our total school population or 34 of 74 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.

According to School Profiles, 32 of 74 students or 43.2% 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.

According to School Profiles, 78.4% of our student population are identified as being in the economically disadvantaged subgroup. Spring 2019 state assessment data indicates that 30% of students in this subgroup scored proficient.

According to School Profiles, 100% of our students are identified as Students with Disabilities. Spring 2019 state assessment data indicates that 28% of students in this subgroup scored proficient.

Measurable Outcome:

The percent of all students in our Black/African American Subgroup scoring proficient will increase from 27% to 55% (2020-2021) as measured by Florida State Standardized Assessments and the 2020-2021 Federal Percent of Points Index report.

The percent of all students in our White Subgroup scoring proficiently will increase from 17% (2018-19) to at least 55% (2020-2021) as measured by Florida State Standardized Assessments.

The percent of all students in our Economically Disadvantaged Subgroup achieving proficiency will increase from 30% (2018-19) to at least 55% (2020-2021) as measured by FSA/FSAA ELA data.

The percent of all students in our Students With Disabilities Subgroup scoring proficient will increase from 28% (2018-2019) to at least 55% (2020-2021) as measured by FSA/ FSAA data.

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 Steps to Implement

Ensure staff has access to real-time data specific to students in each subgroup in order to have effective data chats and targeted support for improved learning.

Person Responsible Dana Lowry (lowryd@pcsb.org)

Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup.

Person Responsible Dana Lowry (lowryd@pcsb.org)

Provide professional development on equity and excellence and monitor the implementation of equity practices in all classrooms.

Person Responsible Dana Lowry (lowryd@pcsb.org)

Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students attitude towards school.

Person Responsible Dana Lowry (lowryd@pcsb.org)

Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate

Person Responsible Kam Rigney (rigneyk@pcsb.org)

#8. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Our current level of performance in school-wide behavior is 2018-2019 In School Suspensions 211 (ISS) at a rate of 1.68 per student and 2019-2020 182 ISS at a rate of 1.61 per student. Our current level of performance in school-wide behavior is 2018-2019 Out of School Suspensions 120 (OSS) at a rate of 0.95 per student and for 2019-2020 72 OSS at a rate of 0.64 per student. We expect our performance level to be less than 150 (ISS) and less than 100 (OSS) by May 2021. The data for 2019-2020 only includes discipline for the first 3 quarters of the school year, final quarter was held virtually. We utilize a school-wide Level System and daily point sheets that highlight and encourage positive prosocial behaviors.

Measureable Outcome:

ISS will decrease from 211 (2018-19) and 182 (2019-2020) to 150 or below and OSS will decrease from 120 (2018-2019) and 72 (2019-2020) to 100 or below as measured by the end of the year ISS data from the PCS School Profile Dashboard by May 2021.

The number of students on Level 3 will increase by at least 50% of enrolled students for the year by May 2021.

Person responsible for monitoring outcome:

Heidi D'Ambrosio (dambrosioh@pcsb.org)

Evidence-based Strategy:

We are continuing to increase the use of PBIS school wide. For the 2020-2021 school year, we are moving to the house system to increase the positive climate and culture school wide. All staff and students are divided up into groups (houses) that carry over from semester to semester and year to year. By increasing our PBIS and improving our climate and culture, we should see a decrease in challenging behaviors.

Rationale for Evidence-based Strategy:

Our goal is to decrease challenging behaviors through the use and increase of PBIS school wide and to continue to improve our school culture and climate. Research has shown that strong PBIS programs improve overall outcomes academic, behaviorally, and socially for all students. The house system creates a strong support system that helps students feel safe, supported, and part of a larger team. It helps students feel more connected at school and increases engagement and academic achievement.

Action Steps to Implement

Develop a team to implement the House System by July 2020. Create houses and sort staff and students into the houses.

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

Hold weekly house meetings and monthly PBIS activities.

Person Responsible Dana Lowry (lowryd@pcsb.org)

Complete and utilize tools provided by the district and state to monitor and improve implementation of Positive Behavior Supports school wide. 1. Florida Positive Behavioral Interventions and Supports (FLPBIS) 2. Tier 1 PBIS Walkthrough with Restorative Practices Components 3. Benchmark of Quality 4. Tiered Fidelity Inventory 5. Self Assessment of Multi Tiered System of Supports

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

#9. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

To address the mindset shift for the adoption of equitable practice, we will participate in whole school equity-centered professional development. Our 2018-2019 data illustrates 34 of 74 students or 45.9% of our total school population make up the African American subgroup. Spring 2019 Florida State Standardized Assessments scores indicate that 27% of students scored proficient according to the ESSA Data. The issue may be impacted by strengthening culturally relevant practice through targeted, sustained professional development. We will measure progress by recording the number of professional development sessions and the number of teachers who attend professional development. We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walkthrough tool and report the number of teachers who consistently practice CR as observed in classroom walkthroughs. We will measure long-term student outcomes by increasing the percentage of African American students scoring proficient based on the FSA/FSAA State Standardized Tests by May 2021.

Measureable Outcome:

We will measure progress by recording the number of professional development sessions and the number of teachers who attend professional development. We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walkthrough tool and report the number of teachers who consistently practice CR as observed in classroom walkthroughs. We will measure long-term student outcomes by increasing the percentage of African American students scoring proficient based on the FSA/FSAA State Standardized Tests by May 2021.

Person responsible for monitoring outcome:

Heidi D'Ambrosio (dambrosioh@pcsb.org)

Evidence-based Strategy:

Equitable practices with focused professional development in the areas of equitable grading, culturally relevant teaching, and restorative practices.

Rationale for Evidence-based Strategy:

Using the Racial Equity Analysis Tool we plan to provide continued professional development using the Equity Modules and professional development related to equitable grading, culturally relevant teaching, and restorative practice will enable us to begin changing mindsets, increase understanding, and then to put into practice.

Action Steps to Implement

Equity Champions will provide three Equity Modules through the course of the school year to all instructional staff.

Person Responsible

Michael Cardwell (cardwellm@pcsb.org)

Our school IRRP trainer will provide training to all staff to increase understanding and the use of restorative practices throughout the school.

Person Responsible

Alicia Willower (willowera@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our average daily attendance rate was 77.3% for the 2018-2019 and 76.7% for the 2019-2020 school year. 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 and 53 students or 72% of students were absent 10% or more during the 2019-2020 school year.

Measureable Outcome: 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 2021 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 Steps to Implement

Ensure attendance is accurately taken and recorded daily and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

Identify students from the 2018-2019 school year with 10% or more absences and monitor these students. 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. SBLT will monitor attendance data weekly and identify specific contact people for students in this category.

Person Responsible Megan Parker (parkerme@pcsb.org)

Positive phone calls and calls of concern will be made to families/guardians to identify reason for absence.

Create monthly incentives and awards for good attendance through PBIS.

Person Responsible Shannon Berry (berrys@pcsb.org)

#11. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

Our current level of performance in school-wide behavior is 2018-2019 In School Suspensions 211 (ISS) at a rate of 1.68 per student and 2019-2020 182 ISS at a rate of 1.61 per student. Our current level of performance in school-wide behavior is 2018-2019 Out of School Suspensions 120 (OSS) at a rate of 0.95 per student and for 2019-2020 72 OSS at a rate of 0.64 per student. We expect our performance level to be less than 150 (ISS) and less than 100 (OSS) by May 2021. The data for 2019-2020 only includes discipline for the first 3 quarters of the school year. The final quarter was held virtually.

Measureable Outcome:

ISS will decrease from 211 (2018-19) and 182 (2019-2020) to 150 or below and OSS will decrease from 120 (2018-2019) and 72 (2019-2020) to 100 or below as measured by the end of the year ISS data from the PCS School Profile Dashboard by May 2021.
The number of students on Level 3 will increase by at least 50% of enrolled students for the year by May 2021.

Person responsible for monitoring outcome:

Heidi D'Ambrosio (dambrosioh@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 Steps to Implement

Maintain at least two Equity Champions, one IIRP licensed certified trainer, and cultivate at least two AVID CRT teachers.

Person Responsible

Heidi D'Ambrosio (dambrosioh@pcsb.org)

Facilitate staff PD on Restorative Practices, PBIS, Culturally Relevant Teaching, Social Emotional Learning, and Equity with Excellence

Person Responsible

Alicia Willower (willowera@pcsb.org)

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

Alicia Willower (willowera@pcsb.org)

#12. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: In order to improve outcomes for students, monitoring of instruction is essential. Walkthroughs also provide immediate feedback to teachers about what is happening in the classroom and how the teaching strategies are impacting student engagement and learning. Included in our walkthroughs we will look for the 6Ms of Culturally Responsive Teaching, they are meaning, models, monitoring, mouth, movement, and music.

Measureable Outcome: Administrators will complete and track walkthroughs for all classrooms at least bi-weekly through May 2021 utilizing the Marzano Focused Model and the 6Ms of Culturally Responsive Teaching. Administrators will also review feedback provided to teachers for consistency and growth.

Person responsible for monitoring outcome: Heidi D'Ambrosio (dambrosioh@pcsb.org)

Evidence-based Strategy: Monitoring as a strategy has been proven to improve student outcomes, this includes the monitoring of student progress, student self-monitoring, teaching, and teaching strategies.

Rationale for Evidence-based Strategy: In order to improve outcomes for students, monitoring of instruction is essential. Walkthroughs also provide immediate feedback to teachers about what is happening in the classroom and how the teaching strategies are impacting student engagement and learning. The 6Ms of Culturally Responsive Teaching also ensure that we are reaching every student in every classroom.

Action Steps to Implement

Monitor student engagement through walkthroughs and monitor student data and outcomes.

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

Monitor the frequency of walkthroughs by the administrative team.

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

Monitor feedback for growth provided through walkthroughs by administrators on an ongoing basis and debrief with administrators and school based leadership team (SBLT).

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

#13. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Our school continues to move in a positive direction that includes the growth of all staff including the leadership team, specifically the school based leadership team (SBLT). Our goal is to improve results across our school based on transparency and accountability. To this end, continuing to grow our leadership team has long term positive effects on overall school performance.

Measureable Outcome: Our goal is to create a mutual learning mindset by studying and putting into practice specific behaviors that include the 8 behaviors and putting them into action from the book Smart Leaders Smarter Teams by Roger Schwartz by May 2021.

Person responsible for monitoring outcome: Heidi D'Ambrosio (dambrosioh@pcsb.org)

Evidence-based Strategy: Learning and implementing the 8 behaviors that include: state views and ask genuine questions; share all relevant information; use specific examples and agree on what important words mean; explain reasoning and intent; focus on interests, not positions; test assumptions and inferences; jointly design next steps; and discuss undiscussable issues. Research has shown that understanding and putting these 8 behaviors into action allows teams to tackle their toughest challenges. It allows the team to get stuck far less often, achieve higher levels of performance, have better working relationships, and enjoy greater well being.

Rationale for Evidence-based Strategy: Research has shown that understanding and putting these 8 behaviors into action allows teams to tackle their toughest challenges. It allows the team to get stuck far less often, achieve higher levels of performance, have better working relationships, and enjoy greater well being. These behaviors prevent ineffective problem solving, inability to resolve conflicts, strained relationships, and lack of trust get in the way of achieving goals.

Action Steps to Implement

Complete a book study of Smart Leaders Smarter Teams with the school based leadership team (SBLT).

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

Post and refer to the 8 behaviors for all SBLT meetings held throughout the school year.

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

Implement surveys each quarter for feedback on the implementation of the 8 behaviors and share the results with the SBLT to increase use and accountability of this strategy.

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

#14. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale: 34 of 74 students or 45.9% 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.

Measurable Outcome: The percent of all students in our Black/African American Subgroup scoring proficient will increase from 27% to 55% (2020-2021) as measured by Florida State Standardized Assessments and the 2020-2021 Federal Percent of Points Index report.

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 thereby increasing student engagement and achievement.

Action Steps to Implement

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. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

Provide professional development on equity and excellence and monitor the implementation of equity practices in all classrooms.

Person Responsible Michael Cardwell (cardwellm@pcsb.org)

Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students attitude towards school.

Person Responsible Alicia Willlower (willlowera@pcsb.org)

Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate

Person Responsible Kam Rigney (rigneyk@pcsb.org)

#15. Other specifically relating to Health School Goals

Area of Focus Description and 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 2021. The problem/gap is occurring because PBS food rewards do not adhere to smart snack guidelines.

Measureable Outcome: We will maintain Bronze Level National Healthy School Award by April 2021.

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 Steps to Implement

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

Person Responsible Gregory Gaynier (gaynierg@pcsb.org)

Complete Healthy Schools Program Training and implement Healthy School Action Plan.

Person Responsible Gregory Gaynier (gaynierg@pcsb.org)

Complete Bronze Level National Healthy School Award application.

Person Responsible Gregory Gaynier (gaynierg@pcsb.org)

Provide students with new healthy food choices for PBS.

Person Responsible Gregory Gaynier (gaynierg@pcsb.org)

#16. Other specifically relating to Family and Community Engagement

Area of Focus Description and 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.

Measurable Outcome:

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:

Michael Cardwell (cardwellm@pcsb.org)

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.

Evidence-based Strategy:

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-based Strategy:

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 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 Steps to Implement

Regular data chats with parents to discuss student learning and behavioral gains. Regular communication with parents through School Messenger, newsletters, school website, personal phone calls from teachers and social workers. We offer child friendly activities and refreshments at each event for parents who lack child care.

Person Responsible Alycia Bobak (bobaka@pcsb.org)

Administrators will seek community stakeholder input on how they would like to support our school. Administrators will maintain an open door policy; parents and guardians are welcome at any time and are encouraged to share questions, comments, or concerns. Administrators will seek to create community partnerships that support our students and their families. Parents are invited to participate in our School Advisory Council.

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

Our social workers will provide our families support and outside agencies' referrals as needed.

Person Responsible Megan Parker (parkerme@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In our analysis 2.E., the two areas of focus were course failures and attendance. Attendance is addressed with a specific goal. In regards to course failures, we work with each student individually to keep them on track with their credits in both middle school and high school. Our students are scheduled individually to ensure they meet all requirements. We believe that by addressing student attendance and increasing proficiency (as stated in our goals) that course failures will decrease.

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 ensuring all stakeholders are involved.

Our school meets with parents on a regular basis during IEP meetings. Parents and families can easily reach a variety of staff members when needed including administrators, social workers, teachers, and behavioral specialists. We communicate with parents/families through flyers, newsletter, connect ed messages, updates on our website, home visits, and events held at the school. We have a team that welcomes new families to our school that includes an administrator, DMT, VE specialist, social worker, and behavior specialist and encourages them to communicate with us and reach out to us if they need assistance.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
11	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
12	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
13	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00

14	III.A.	Areas of Focus: Other: Bridging the Gap				\$370.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	3231 - Richard L. Sanders School	School Improvement Funds		\$370.00
			<i>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.</i>			
15	III.A.	Areas of Focus: Other: Health School Goals				\$0.00
16	III.A.	Areas of Focus: Other: Family and Community Engagement				\$0.00
					Total:	\$370.00