



---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Sandy Lane Elementary School

1360 SANDY LN, Clearwater, FL 33755

<http://www.sandylane-es.pinellas.k12.fl.us>

## Demographics

**Principal: Jeffrey Moss B**

Start Date for this Principal: 7/31/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: D (38%) 2017-18: D (38%) 2016-17: D (33%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	DMT-CYCLE 1
<b>Year</b>	YEAR 2
<b>Support Tier</b>	TIER 2
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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**

Promoting problem solving, curiosity, and imagination.

#### **Provide the school's vision statement**

Scholars feel safe and welcome at school and believe that they can achieve their personal, academic, and social-emotional goals.

Core Values: Respect, Diversity, Collective Efficacy, and Building a strong community where all students can learn.

Theme: Dream it, Believe it, Achieve it

### 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
Moss, Jeffrey	Principal	<p>The school leadership team is composed of the following participants: principal, assistant principal, instructional coaches for math, literacy, science, and arts integration. The duties and responsibilities of the leadership team is to facilitate instructional planning with all grade levels, provide professional development and support for specific individual, grade, or school needs. In addition, the leadership team conducts instructional leadership walks using look-fors to determine next steps and trends across a grade/school. The leadership team analyzes and triangulates data to make informed instructional decisions.</p>
Athanasulis, Maria	Instructional Coach	<p>The school leadership team is composed of the following participants: principal, assistant principal, instructional coaches for math, literacy, science, and arts integration. The duties and responsibilities of the leadership team is to facilitate instructional planning with all grade levels, provide professional development and support for specific individual, grade, or school needs. In addition, the leadership team conducts instructional leadership walks using look fors to determine next steps and trends across a grade/school. The leadership team analyzes and triangulates data to make informed instructional decisions.</p>
Saad, Merit	Instructional Coach	<p>The school leadership team is composed of the following participants: principal, assistant principal, instructional coaches for math, literacy, science, and arts integration. The duties and responsibilities of the leadership team is to facilitate instructional planning with all grade levels, provide professional development and support for specific individual, grade, or school needs. In addition, the leadership team conducts instructional leadership walks using look fors to determine next steps and trends across a grade/school. The leadership team analyzes and triangulates data to make informed instructional decisions.</p>
Rodriguez, Celimar	Instructional Coach	<p>The school leadership team is composed of the following participants: principal, assistant principal, instructional coaches for math, literacy, science, and arts integration. The duties and responsibilities of the leadership team is to facilitate instructional planning with all grade levels, provide professional development and support for specific individual, grade, or school needs. In addition, the leadership team conducts instructional leadership walks using look fors to determine next steps and trends across a grade/school. The leadership team analyzes and triangulates data to make informed instructional decisions.</p>

Name	Title	Job Duties and Responsibilities
John-Baptiste, Rosie	Instructional Coach	K-2 Literacy Coach; Teacher Mentor
Brewster, Julie	Assistant Principal	The school leadership team is composed of the following participants: principal, assistant principal, instructional coaches for math, literacy, science, and arts integration. The duties and responsibilities of the leadership team is to facilitate instructional planning with all grade levels, provide professional development and support for specific individual, grade, or school needs. In addition, the leadership team conducts instructional leadership walks using look-fors to determine next steps and trends across a grade/school. The leadership team analyzes and triangulates data to make informed instructional decisions.
Shotwell, Jacqueline	Instructional Coach	ELA Coach - Grades 3-5
Lindquist, Donna	Other	Behavior Specialist (Teacher on Special Assignment)

### Demographic Information

**Principal start date**

Wednesday 7/31/2019, Jeffrey Moss B

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

3

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

2

**Total number of teacher positions allocated to the school**

38

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education

<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: D (38%) 2017-18: D (38%) 2016-17: D (33%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	DMT-CYCLE 1
<b>Year</b>	YEAR 2
<b>Support Tier</b>	TIER 2
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	38	81	61	41	69	49	0	0	0	0	0	0	0	339
Attendance below 90 percent	0	42	31	23	30	21	0	0	0	0	0	0	0	147
One or more suspensions	0	4	2	0	5	0	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	3	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Friday 6/26/2020

**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	44	66	50	66	53	58	0	0	0	0	0	0	0	337
Attendance below 90 percent	0	16	11	25	14	15	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	18	24	0	0	0	0	0	0	0	47

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	3	5	9	0	0	0	0	0	0	0	19

**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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	44	66	50	66	53	58	0	0	0	0	0	0	0	337
Attendance below 90 percent	0	16	11	25	14	15	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	18	24	0	0	0	0	0	0	0	47

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	1	3	5	9	0	0	0	0	0	0	0	19

**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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	28%	54%	57%	34%	50%	56%
ELA Learning Gains	44%	59%	58%	37%	47%	55%
ELA Lowest 25th Percentile	39%	54%	53%	43%	40%	48%
Math Achievement	46%	61%	63%	41%	61%	62%
Math Learning Gains	45%	61%	62%	39%	56%	59%
Math Lowest 25th Percentile	35%	48%	51%	39%	42%	47%
Science Achievement	27%	53%	53%	33%	57%	55%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	30%	56%	-26%	58%	-28%
	2018	36%	53%	-17%	57%	-21%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	37%	56%	-19%	58%	-21%
	2018	31%	51%	-20%	56%	-25%
Same Grade Comparison		6%				
Cohort Comparison		1%				
05	2019	22%	54%	-32%	56%	-34%
	2018	26%	50%	-24%	55%	-29%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	62%	-7%	62%	-7%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	56%	64%	-8%	64%	-8%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		18%				
Cohort Comparison		3%				
05	2019	32%	60%	-28%	60%	-28%
	2018	24%	61%	-37%	61%	-37%
Same Grade Comparison		8%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	54%	-27%	53%	-26%
	2018	35%	57%	-22%	55%	-20%
Same Grade Comparison		-8%				
Cohort Comparison						

### 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
SWD	12	37	38	28	43	38	14				
BLK	20	38	32	37	40	39	21				
HSP	43	67		61	53						
WHT	36	50		59	56		45				
FRL	26	44	40	45	47	41	24				

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
SWD	12	6		22	29						
BLK	21	30	33	30	34	44	17				
HSP	52	47		54	44						
WHT	53	45		60	42		60				
FRL	34	36	38	40	37	36	32				

### 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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	100%

### Subgroup Data

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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

Our students' trend data in Science SSA proficiency and ELA proficiency and learning gains levels have each contributed to our school's continued low-performing grade.

Due to the Covid-19 pandemic there was no state assessment data for the 2019/2020 school year. With that, we are using the 2018/2019 school year data for analysis. Based on the data the component(s) with the lowest performance are:

? Science Achievement with 27%

o SWD subgroup with 14%

o BLK subgroup with 21%

o FRL subgroup with 24%

? ELA Achievement with 28%

o SWD subgroup with 12%

o BLK subgroup with 20%

o 5th grade with 22%

o FRL subgroup with 26%

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

Learning Gains for the students in our Lowest 25th percentile continues to be a needed area of focus. Students' growth in on-demand, FSA writing tasks must continue to improve for our learning gains, particularly throughout our L25, to increase significantly.

Due to the Covid-19 pandemic there was no state assessment data for the 2019/2020 school year. With that, we are using the 2018/2019 school year data for analysis. Based on the data the component(s) with the greatest decline are:

? Science Achievement with a 6-point drop

o WHT subgroup with 15-point drop

o FRL subgroup with 8-point drop

- o BLK subgroup with 4-point gain
- ? ELA Achievement with a 6-point drop
- o WHT subgroup with 17-point drop
- o FRL subgroup with 8-point drop
- o BLK subgroup with 1-point drop

**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**

Due to the Covid-19 pandemic there was no state assessment data for the 2019/2020 school year. With that, we are using the 2018/2019 school year data for analysis. Based on the data the component(s) with the largest gap from the state are:

- ? Science Achievement with a 26-point gap from the state
- o WHT subgroup with 15-point drop
- o FRL subgroup with 8-point drop
- ? ELA Achievement with a 29-point gap from the state
- o WHT subgroup with 17-point drop
- o FRL subgroup with 8-point drop
- o BLK subgroup with 1-point drop

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

Due to the Covid-19 pandemic there was no state assessment data for the 2019/2020 school year. With that, we are using the 2018/2019 school year data for analysis. Based on the data the component(s) with the most improvement are:

- ? Math Achievement with 46% proficiency, a 5-point gain
- o SWD subgroup with 6-point gain
- o BLK subgroup with 7-point gain
- o HSP subgroup with 7-point gain
- o FRL subgroup with 5-point gain
- ? Math Learning Gains with 45%, a 6-point gain
- o SWD subgroup with 14-point gain
- o BLK subgroup with 6-point gain
- o HSP subgroup with 9-point gain
- o WHT subgroup with 14-point gain
- o FRL subgroup with 10-point gain
- ? ELA Learning Gains with 44%, a 7-point gain
- o SWD subgroup with 31-point gain
- o BLK subgroup with 8-point gain
- o HSP subgroup with 20-point gain
- o WHT subgroup with 5-point gain
- o FRL subgroup with 8-point gain

Action steps taken:

1. Instructional Partnership with Achievement Network (A-Net)
2. School-wide Positive Behavior System
3. Collaborative planning of Curriculum Coaches and Instructional Teachers
4. Focus on writing structure and implementation

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

? SWD federal index is 30%, which is below the 41% threshold by 11.

Number of consecutive years below 32% = 2

? BLK federal index is 32% which is below the 41% threshold by 9.

Number of consecutive years below 32% = 0

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

1. Providing small-group/individualized instruction with a focus on intervening with students to bridge their proficiency gaps across the content standards will be a major area of need for our school in 2020-21.
2. Providing students with explicit instruction in planning for writing tasks; understanding the connections b/t reading and writing (i.e., cohesiveness of ELA instruction).
3. Specific instruction is needed in mathematics to aid scholars' comprehension and use of math concepts and procedures..
4. Direct instruction in science is needed to help students' grow their knowledge/ comprehension of scientific vocabulary in context using grade level text. (not isolated) Review of scientific vocabulary from 3rd and 4th
5. A robust social-emotional learning component is needed throughout our school to help students better cope with stress, anxiety, and the challenges of being back in school after closing for COVID-19 will be a major area of focus.

## **Part III: Planning for Improvement**

### **Areas of Focus:**



**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Our students' persistently low level of performance in ELA, Math and Science indicate our need to improve our effectiveness in providing all students with rigorous & relevant, standards-based instruction that is targeted to meet their specific learning needs. Furthermore, we must be laser focused on the gaps which have been exacerbated by the COVID-19 school building closure since March 2020. We must focus intently on closing skills gaps for our students in the following areas:

- ^ ELA - foundational literacy, reading fluency, higher-level thinking comprehension, and informational writing (planning & executing), utilizing grade-appropriate texts;
- ^ Math - Computation, reasoning & procedural knowledge, including the ability to grapple with and solve grade-appropriate problems;
- ^ Science - mastery of grades 3-5 standards, including key vocabulary and concepts

**Measureable Outcome:**

Through our targeted, sustained, standards-based instruction and intervention, we will raise our students levels of performance in core academic subjects as follows:

^ ELA proficiency for students will increase from 28% to over 42%, with at least 60% of our scholars in grades 4-5 making learning gains, as measured by FSA in Spring 2021. We will also see at least a 10% increase in foundational literacy proficiency rates for our K-2 students, as measured by MAP from Fall 2020 to Spring 2021.

^ Math proficiency for students will increase from from 46% to over 50%, with at least 60% of scholars in grades 4-5 making learning gains, as measured by FSA in Spring 2021.

^ Science proficiency for students will increase from 27% to at least 50%, as measured by SSA results in Spring 2021.

**Person responsible for monitoring outcome:**

Jeffrey Moss (mossj@pcsb.org)

**Evidence-based Strategy:**

Ensure rigorous, standard-aligned instruction is consistently planned during weekly grade-level/coaches' PLC meetings, and students' mastery and performance across the standards is assessed regularly and closely monitored by teachers, coaches and administrators in order to adjust instruction and provide targeted intervention to each student, as needed.

**Rationale for Evidence-based Strategy:**

Task-standard alignment, plus rigor/relevance of lessons and activities are critical to engaging students and facilitating their ongoing growth across the content areas. We must ensure students are clear about what they are learning, why they are learning it, and that will know when they have learned it.

**Action Steps to Implement**

Establish rigorous, effective routines for PLC/planning meetings, including consistent a focus on students' assessment data (ex: MAP, iREADY, Running Records, BiWeekly standards-based assessments) and making necessary adjustments to daily/weekly/unit lessons, as needed. Administration will set consistent expectations for teachers' active, informed participation in PLC/planning meetings, and Administration and Academic Coaches will monitor the

effectiveness of weekly sessions for ELA and Math, as well as regular opportunities for common planning around Science and our magnet school's Arts-based curriculum theme.

**Person Responsible** Jeffrey Moss (mossj@pcsb.org)

Administration and Coaches will monitor ongoing core instruction -- both in-person and online through "myPCS"-- to ensure it is aligned with grade appropriate Florida standards across the content areas.

**Person Responsible** Jeffrey Moss (mossj@pcsb.org)

Ensure targeted interventions are identified, planned and executed for each student, following the structures and focus of an effective MTSS approach. Interventions will include (monitored by Administration and MTSS Coach):

Focus 1: iReady and the use of iReady toolkit (ELA & Math - K-5);

Focus 2: McCarthy Math - skills-based intervention resource;

Focus 3: Phonics and fluency intervention, primarily grades K-3, and as needed in 4-5

Focus 4: Reading Recovery, including 1:1 daily intervention for targeted 1st grade students, as well a multiple small-group guided reading intervention for targeted K-2 students

(increasing our staffing of RR this year, going from 2 up to 3 teachers assigned to this role);

Focus 5: Science intervention and targeted supplemental learning opportunities using Study Island and Gimkit to boost students' vocabulary knowledge;

**Person Responsible** Julie Brewster (brewsterju@pcsb.org)

**#2. Other specifically relating to Conditions for Learning**

**Area of Focus Description and Rationale:** Our conditions and culture for learning will improve if we put in place consistent expectations for each area of our school campus, and we teach/re-teach our scholars those expectations and procedures, while sustaining these effective practices through providing scholars with consistent, positive reinforcement and acknowledge of effort.

**Measurable Outcome:** We will have effective Positive Behavior Intervention and Support (PBIS) systems and procedures in place throughout our school with at least 85% fidelity, as measured by our district's "PBIS Tier-1 Walkthrough" rubric, by February 2020.

**Person responsible for monitoring outcome:** Jeffrey Moss (mossj@pcsb.org)

Strategy 1:  
We are utilizing a comprehensive PBIS, multi-tiered approach to behavior instruction, management, and intervention throughout our school.

**Evidence-based Strategy:** Strategy 2:  
We are utilizing a comprehensive daily tier 1 social emotional learning (SEL) curriculum in combination with social emotional supports for students through various Restorative Practice (ex: class circles, affective listening and questioning of scholars) throughout the school.

Strategy 3:  
We are utilizing a culture of belonging school-wide through the use of House Systems based on the research based program of the Ron Clark Academy.

Strategy 1:  
If we successfully implement a comprehensive PBIS approach with consistency this school year, scholars will literally spend more time in class learning and less time being separated from their classroom learning environments. This will lead to higher scholar/teacher morale, as well as increased academic achievement.

**Rationale for Evidence-based Strategy:** Strategy 2:  
If we successfully implement a comprehensive SEL program with consistency this school year, scholars will learn and understand how to react in a variety of social situations in an appropriate manner leading to less time in a non-instructional setting and an increased academic achievement.

Strategy 3:  
If we successfully implement the House System approach with consistency this school year, scholars and staff will be provided with a positive climate and culture that builds character, relationships, and school spirit.

**Action Steps to Implement**

Strategy 1:  
1. Administration, Multi-Tiered Systems of Support (MTSS) Coach and Behavior Specialist will develop and roll-out a comprehensive PBIS system of practices for our school during pre-service teacher workdays.

2. Posters will be installed throughout all areas of the school that list our "SHARK" expectations for scholars.
3. Specific PBIS lessons will be taught and reviewed with all scholars during the first weeks of school.
4. A point tracking system will be utilized to award scholars "points" for positive behaviors, and those points can be spent for prizes at our classroom/school store.
5. Teachers and administration will adhere closely to our multi-tiered, progressive discipline plan to further support our conditions/culture for learning.

Strategy 2:

1. Administration and Student Service Team will roll-out a comprehensive SEL system of practices for our school during pre-service teacher workdays.
2. Classroom Teachers will provide specific SEL lessons will be taught on a daily basis and reviewed as necessary based on a school-wide timeline aligned to the PBIS plan.
3. Student Service team members will monitor and track the fidelity of implementation and provide tier 2/3 supports to small groups or individuals through interventions as needed.

Strategy 3:

1. Administration and selected staff leadership will develop and roll-out a comprehensive House System of practices for our school during pre-service teacher workdays.
2. House Captains will develop and roll-out a school wide presentation to the scholars and staff of the story of each house and then every scholar and staff will be sorted into 1 of 4 houses.
2. All scholars and staff will meet weekly with their identified house to participate in meetings focusing on community building, team work, relationships, and friendly competition.
3. Feedback and adjustments will be collected and made as necessary throughout the school year.

**Person Responsible** Julie Brewster (brewsterju@pcsb.org)

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

We must maintain a focus on equity throughout our instructional program to ensure we are elevating the academic performance of the following ESSA subgroups of students: Black/African American; Students with Disabilities; Economically Disadvantaged Students. This plan for improvement aligns with our school system's comprehensive "Bridging the Gap" plan for district-wide improvement of academic outcomes and social-emotional learning. Further, our school-based Equity Champions (district micro-credentialing initiative) will passionately lead this work for our school.

**Measureable Outcome:**

Through equity and excellence of culturally relevant academic instruction, we will increase the overall levels of performance for our Black/African American students, our students with disabilities, and our Economically Disadvantaged students to at least above 42% + as measured by proficiency across the ELA, Math and Science annual state assessments.

**Person responsible for monitoring outcome:**

Jeffrey Moss (mossj@pcsb.org)

**Evidence-based Strategy:**

We will provide ongoing professional development and monitoring of our ELA, math and science curricula in order to embed culturally relevant instructional practices and content throughout our core academic program.

**Rationale for Evidence-based Strategy:**

Teachers will elevate their culturally relevant practices when they, too, are engaged in meaningful learning opportunities and professional dialogue around themes of implicit racial bias, positive beliefs about all children's abilities to learn and grow, and the realities of educating children who are also economically disadvantaged. We began this work around equity in May and June 2020, including with the new staff we have hired for the 2020-21 school year. We will continue our sharp focus on issues of equity, access, and elevating all students based on meeting their specific needs and ensuring we provide instructional content, contexts, and practices that are intentionally relevant to our students at Sandy Lane (i.e., make sure our students know WHAT they're learning and WHY they're learning it).

**Action Steps to Implement**

We will continue to strengthen our PBIS program and approaches throughout the school, including professional development for teachers and staff, targeted PBIS lessons with students, and ongoing systems of positive feedback, celebrations and rewards for students as they demonstrate various indicators of success.

**Person Responsible** Julie Brewster (brewsterju@pcsb.org)

We will embed culturally relevant teaching and learning throughout core content, utilizing the principles of "6Ms" (Conage) and Thinking Maps (TM) as the foundation of our instructional approaches. This action will guide us to ensure students are taught explicit ways to organize, analyze, and synthesize their learning; as well as have regular opportunities to make key connections through the use of music, movement, and verbal communication.

**Person Responsible** Maria Athanasulis (athanasulism@pcsb.org)

Learning outcomes will be measured by examining changes in teacher practice using a CRT classroom walk-through tool. Long-term student outcomes will be measured by examining

their ELA achievement and Math achievement for the specific subgroups of SWD and BLK with the goal of reducing the achievement gap.

**Person Responsible** Jeffrey Moss (mossj@pcsb.org)

Our instructional staff who primarily teach our students with disabilities through inclusion and/or various pull-out (small group) services will collaborate around lesson planning, data-analysis, and ensuring excellence of service-delivery. This action step primarily ensures our Varied Exceptionality (VE) teachers will participate regularly and actively with our weekly PLC meetings - organized as K-2 and 3-5 between our two teachers.

**Person Responsible** Julie Brewster (brewsterju@pcsb.org)

### Additional Schoolwide Improvement Priorities

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

**We must maintain an ongoing, comprehensive, and "outside the box" approach to improving student attendance. This has been a perennial area of deficiency and a root cause of diminished student performance at Sandy Lane. Further, the need to improve attendance is made much more pressing and significant while approximately 35% of our students will be continuing online-only instruction due to the COVID-19 pandemic, to start the 1st quarter of the year. It will be of utmost importance for our school to do the following:**

- 1- Closely monitor daily attendance of our students attending school in-person AND through myPCS online.**
- 2- Establish and maintain daily, vigorous communication with our families -- by teachers, administration and student support services staff -- for all children who demonstrate attendance deficiencies (i.e., 10% or more of days missed)**
- 3-Continue our unique focus of the Child Study Team to encompass "access an equity" to ensure we mitigate all barriers our students may experience in terms of having a digital device and online access from home, plus sufficient time spent engaging in online schooling (this practice evolved over March & April 2020 during the statewide "Safer at Home" executive orders.**
- 4- Provide all students with fun, engaging incentives for attendance and active participation - both with in-person and myPCS online forms of attendance at school.**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We are creating a safe and welcoming educational environment that builds capacity for all scholars to achieve creative and academic success which promotes scholars to dream, believe, and achieve their personal, academic, and social-emotional goals.

#### Strategy 1:

School Wide Positive Behavior System, We are SHARKS! (Safe, Hard Working, Accountable, Ready, Kind)

The WHY of PBIS: Physical and emotional safety so that our students can thrive at high levels.

#### Strategy 2:

School-wide House System to develop a culture where EVERY scholar has a place to belong, be supported and be successful. Staff and scholars will belong to 1 of 4 houses representing the following foundational concepts:

Respect: Be courteous and polite, DON'T insult or make fun of others, LISTEN to what others have to say and conduct yourself with dignity and pride.

Responsibility: Create and maintain a safe learning/living environment by being reliable and dependable. Follow school rules and expectations and when you agree to do something, do it.

Kindness: Treat others with kindness and generosity. Be sensitive to other's feelings and thoughts and always remember to become a caring person by doing caring things.

Community: Do your share to make your school, community, and world a better place by participating in community activities and being a good citizen. Respect family values and follow the rules of your school and society.

#### Strategy 3:

Positive relationships through a transparency by openly communicating, present and visible administration, and school and family collaboration.

### **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**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$90,902.19</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3871 - Sandy Lane Elementary School	UniSIG	0.39	\$20,518.05
<i>Notes: Base Salary for 3 Reading Recovery Teacher at 13% for each teacher</i>						
	5100	210-Retirement	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$2,051.81
<i>Notes: Retirement Benefits for 3 Reading Recovery Teachers at 13% for each teacher</i>						
	5100	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$1,272.12
<i>Notes: Social Security Benefits for 3 Reading Recovery Teachers at 13% for each teacher</i>						
	5100	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$197.51
<i>Notes: Medicare Benefits for 3 Reading Recovery Teachers at 13% for each teacher</i>						
	5100	230-Group Insurance	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$3,532.00
<i>Notes: Health and Life Group Insurance for 3 Reading Recovery Teachers at 13% for each teacher</i>						
	5100	120-Classroom Teachers	3871 - Sandy Lane Elementary School	UniSIG	1.0	\$46,350.00
<i>Notes: Continue with Base Salary for 1 Classroom Intervention Teacher</i>						
	1000	210-Retirement	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$4,635.00
<i>Notes: Continue with Retirement Benefits for 1 Classroom Intervention Teacher</i>						
	5100	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$2,873.70
<i>Notes: Continue with Social Security Benefits for 1 Classroom Intervention Teacher</i>						
	5100	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$672.00
<i>Notes: Continue with Medicare Benefits for 1 Classroom Intervention Teacher</i>						
	5100	230-Group Insurance	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$8,800.00
<i>Notes: Continue with Health and Life Group Insurance for 1 Classroom Intervention Teacher</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Conditions for Learning</b>				<b>\$61,324.66</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	330-Travel	3871 - Sandy Lane Elementary School	UniSIG		\$11,000.00



			<i>Notes: Harvard Turnaround School Leaders (Harvard Data Wise date has passed) estimated cost for 2 people, registration per person:\$3,675.00, airline fee round trip per person:\$500.00 hotel per person: \$1,200.00 Food Allotment per person: \$125.00</i>		
5100	510-Supplies	3871 - Sandy Lane Elementary School	UniSIG		\$8,000.00
			<i>Notes: Allocate funds for purchasing ELA and Math-focused instructional supplies and materials, such as culturally responsive literature for students, additional math curriculum resources.</i>		
5100	369-Technology-Related Rentals	3871 - Sandy Lane Elementary School	UniSIG		\$352.00
			<i>Notes: Study Island License for 5th Grade Students (64 students @ \$5.50 per student). Study Islands is an online assessment and instruction program that helps teachers provide all students a path to proficiency and growth in science. Scholars will participate in engaging on-line lessons and assessments, Staff and Scholars will track data, adjust lessons and provide intervention opportunities connected to standards. Study Island Access- Provide on-line platform is Science - State standards-aligned programs to drive proficiency High-stakes assessment preparation Customized classroom assessments and flexible practice Real-time progress monitoring to track student outcome Provide Teachers will resources that connect student performance to needs to close achievement gaps.</i>		
5100	510-Supplies	3871 - Sandy Lane Elementary School	UniSIG		\$1,132.27
			<i>Notes: Strong Start Strong Kids - Establish and Maintain Culturally Relevant Classroom infused with positive Social Emotional Learning Support. An effective, user-friendly, and practical mental health promotion program. Strong Kids curriculum is a valuable tool for facilitating SEL, promoting resilience, and teaching coping skills. Lessons will be conducted daily through class circles to build and maintain a Culturally Relevant climate and culture along with effective/ positive MH practices. This will set a stage for academic success. Strong Start &gt; 16 x \$35.87=\$573.92 and Strong Kids &gt; 13 x \$42.95=\$558.35</i>		
6400	120-Classroom Teachers	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$19,279.99
			<i>Notes: Base Salary for Stipends for Classroom Teachers after the contracted day/year.</i>		
6400	210-Retirement	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$1,463.61
			<i>Notes: Retirement Benefits for Stipends for Classroom Teachers after the contracted day/year.</i>		
6400	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$907.44
			<i>Notes: Social Security Benefits for Stipends for Classroom Teachers after the contracted day/year.</i>		
6400	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$212.22
			<i>Notes: Medicare Benefits for Stipends for Classroom Teachers after the contracted day/year.</i>		
5100	360-Rentals	3871 - Sandy Lane Elementary School	UniSIG		\$6,000.00
			<i>Notes: Continue with ANET Site Licenses</i>		
6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$3,520.00
			<i>Notes: Continue with ANET Professional Development Boot Camp</i>		

	5100	369-Technology-Related Rentals	3871 - Sandy Lane Elementary School	UniSIG		\$2,000.00
			<i>Notes: McCarthy Math 155 Intervention (Grades 3rd thru 5th) - Interactive video math intervention program designed focus around the Florida Math Standards for 3rd - 5th grade scholars. 155 days of math instruction deliver by an highly effective teacher/coach with a proven track record of success. Teachers are able to interact with the videos in their class. Materials and formative assessments are included to help remediated throughout the program.</i>			
	5100	610-Library Books	3871 - Sandy Lane Elementary School	UniSIG		\$3,446.30
			<i>Notes: LAFS Phonics: Scholars in Grade 2-5 will have access to rigorous consumables texts from Curriculum and Associates LAFS books. These texts also align with the iReady Web Based program. Builds Literacy Program rooted in the three main Instructional Core Shift: Regular practice with complex texts and their academic language, grounded in evidence from texts, both literary and informational and Building knowledge through content-rich nonfiction Grade 2 - 62 texts @ \$13 = \$806 Grade 3 - 44 texts @ \$13 = \$572 Grade 4 - 71 texts @ \$13 = \$923 Grade 5 - 64 texts @ \$13 = \$832 10% Shipping - \$313.30 Total \$3446.30</i>			
	6400	140-Substitute Teachers	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$3,953.50
			<i>Notes: Base Salary for Substitute Teachers to cover classroom instructional during school hours.</i>			
	6400	220-Social Security	3871 - Sandy Lane Elementary School	UniSIG	0.0	\$57.33
			<i>Notes: Medicare Benefits for Substitute Teachers to cover classroom instructional during school hours.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$161,096.25</b>