James B. Sanderlin K 8

2022-23 Schoolwide Improvement Plan

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James B. Sanderlin K 8

2350 22ND AVE S, St Petersburg, FL 33712

http://www.sanderlinib.com/

Demographics

Principal: Carrie Armstrong

Start Date for this Principal: 1/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (59%) 2020-21: (56%) 2018-19: A (72%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the 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.

James B. Sanderlin K-8 is committed to teaching and learning with the brain and heart in mind. Our diverse community of active, lifelong learners will use an inquiry approach through our challenging programmes to become successful internationally-minded citizens.

Provide the school's vision statement.

100% Student Success!

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities	
Armstrong, Carrie	Principal		School Principal Roles and Responsibilities
Becker, Megan	Assistant Principal		Assistant Principal Roles and Responsibilities
Black, Jillian	Assistant Principal		Assistant Principal Roles and Responsibilities
Herman, Kristen	Magnet Coordinator		Provide curriculum support and coaching to the instructional staff for the IB program.
Webster, Keri	Instructional Coach		Library, Media and Technology
Smith, Denise	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Byrne, Amanda	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Wells, Angeliki	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Wilson, Angela	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Chavez, Kourtney	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
McRae, Kristen	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Reilly, Jennifer	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Muto, Laura	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.

Name	Position Title	Job Duties and Responsibilities	
Barlow, William	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.
Kearney, Kim	Teacher, K-12		This is an instructional position with the responsibility for guiding and directing the learning experiences fo pupils in a group or class within an elementary school.

Demographic Information

Principal start date
Monday 1/7/2019, Carrie Armstrong

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
14

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
788

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	81	76	97	84	84	77	107	56	50	0	0	0	0	712
Attendance below 90 percent	18	17	12	13	7	6	10	2	1	0	0	0	0	86
One or more suspensions	0	0	1	0	2	0	5	3	2	0	0	0	0	13
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	1	0	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	8	9	9	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	13	10	6	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	11	9	0	0	0	0	43

Using the table above, complete the table below with the number of students by current grade level who have 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	7	7	10	27	12	7	0	0	0	0	70

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 6/27/2022

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	83	83	101	83	80	77	123	53	56	0	0	0	0	739
Attendance below 90 percent	0	9	15	13	4	12	13	2	1	0	0	0	0	69
One or more suspensions	0	2	0	0	0	0	6	5	1	0	0	0	0	14
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	2	0	0	0	0	0	10

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	0	0	0	0	0	0	0	0	0	

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	1	1	0	4	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	

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	83	83	101	83	80	77	123	53	56	0	0	0	0	739
Attendance below 90 percent	0	9	15	13	4	12	13	2	1	0	0	0	0	69
One or more suspensions	0	2	0	0	0	0	6	5	1	0	0	0	0	14
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	2	0	0	0	0	0	10

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	0	0	0	0	0	0	0	0	0	

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	1	1	0	4	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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%			67%			74%	70%	61%
ELA Learning Gains	56%			54%			57%	63%	59%
ELA Lowest 25th Percentile	39%			33%			64%	56%	54%
Math Achievement	61%			62%			74%	72%	62%
Math Learning Gains	62%			48%			66%	63%	59%
Math Lowest 25th Percentile	50%			25%			70%	54%	52%
Science Achievement	64%			61%			66%	64%	56%
Social Studies Achievement	59%			68%			91%	81%	78%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	56%	22%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	53%	56%	-3%	58%	-5%
Cohort Comparison		-78%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-53%				
06	2022					
	2019	78%	51%	27%	54%	24%
Cohort Comparison		-55%				
07	2022					
	2019	91%	51%	40%	52%	39%
Cohort Comparison		-78%				
08	2022					
	2019	89%	55%	34%	56%	33%
Cohort Comparison		-91%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	62%	-5%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	64%	-3%
Cohort Comparison		-57%				
05	2022					
	2019	58%	60%	-2%	60%	-2%
Cohort Comparison		-61%				
06	2022					
	2019	69%	44%	25%	55%	14%
Cohort Comparison		-58%				
07	2022					
	2019	98%	60%	38%	54%	44%
Cohort Comparison		-69%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-98%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	54%	-4%	53%	-3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-50%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	84%	51%	33%	48%	36%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	68%	23%	71%	20%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	55%	37%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	37	33	32	30	10	20				
ASN	80	80		87	60						
BLK	40	35	28	37	30	22	26	35	73		
HSP	75	68		74	45		79		93		
MUL	80	47		67	40						
WHT	83	63	20	77	62	31	76	95	82		
FRL	44	37	28	47	36	27	39	48	79		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	47	55	32	42	42	27				
ASN	80	61		85	58						
BLK	50	51	57	54	63	67	50	69	82		
HSP	78	64		81	64		58				
MUL	72	32		68	68		60				
WHT	89	63	79	85	70	84	83	100	89		
FRL	52	52	62	54	57	63	53	78	71		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	75
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Using 2021/2022 FSA data, overall ELA, Math, and Social Studies proficiencies decreased for our whole school population by a few percentage points, while our overall Science proficiency scores increased. However, we saw great gains in specific grade levels such as 11% increase in ELA proficiency at 4th grade, 17% increase in proficiency in 3rd grade Math. We also had 90% of our students show proficiency on the Algebra EOC. Our learning gains in Math increased from 48% to 62% and ELA increased from 54% to 56%. We also saw an increase in learning gains in our lowest quartile in both Math (25%) and ELA (6%). While we have seen overall gains in our subgroup data, there is still a large discrepancy between proficiency of our white students and black students in all subject areas. This is also true for our students who are on free and reduced lunch and students with disabilities. Subject based proficiencies were above 50% in all other subgroups; however, our black subgroup, students with disabilities subgroup and free and reduced lunch subgroup showed proficiencies that were 40% or below.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Using 2021/2022 FSA data, there is a need for improvement in overall proficiency scores at the school level. We would also like to continue to see an increase in overall learning gains in all areas and especially in our lowest quartile. Additionally, we would like to close the gap in overall school proficiencies and our students with disabilities subgroup and our African American subgroup. For our Students with Disabilities, the gap between whole school proficiency and the subgroup proficiency is 44% in ELA and 35% in Math. The gap present for our African American subgroup and overall school proficiency is 24% in ELA and 24% in Math. We also saw a large decrease in our Civics EOC proficiency this school year.

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

An increase of 113 students in tested areas were enrolled in the school during the 2021/2022 school year as a part of a school expansion. Continued growth and professional development on equity and teaching practices that meet the needs of students at all subgroups. The new actions that will contribute to improvement are increased focus on differentiated instruction strategies, regular professional

development on equitable teaching, increased focus on rigorous instruction for all students that meets the requirements of our IB Magnet program, regular data conversations that assist in making formative instructional decisions, continuous monitoring using the new progress monitoring platforms at the state.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Using 2021/2022 FSA data, we saw a positive change in our learning gains in both ELA (+2%) and Math (+14%), as well as the learning gains for our lowest quartile of students in both ELA (+6%) and Math (+25%). We saw a large increase in proficiency in 3rd grade math data and 4th grade and 5th grade ELA data. There was also a significant increase in our 6th grade math proficiency. Students enrolled in our high school level math courses showed 90% proficiency in Algebra 1 and 100% proficiency in Geometry.

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

Closer monitoring of our MTSS processes, early identification of student needs and differentiation/ scaffolding in the classroom. Consistent implementation and monitoring of differentiation, PBIS, and AVID across whole school.

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

Differentiated instruction, specialized PD, collaborative planning across grade levels, grade level data driven PLC's, and frequent walk throughs to insure strategies are implemented. Using the MTSS process guidance counselors, instructional support staff and support staff and administration to provide more observation and focused support on providing teachers with the necessary interventions to use based on data and student need.

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

Once a month equity based book study focused on Assessment. One PLC a month at each grade level for data review, analysis and intervention discussion. Weekly professional development after school will be provided for one hour and ten minutes in B.E.S.T, CRT, AVID, PBIS, IB and Equity Related, data based trainings to assist teachers will building lessons that all students can access.

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

MTSS Coaching will occur on a weekly basis. The district ISD and Behavior Specialist will be requested on a weekly basis to support and assist with instruction. We are working weekly with the district assigned Equity contact to provide training in Equity to the staff on a regular basis.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This area of focus is specific to ELA and Reading. Our current level of performance is 63% of students proficient as evidenced by FSA ELA data in 2022-2022 and 71% of students proficient based on MAP and 50% proficient on Write Score data, for grades 3-8. The problem/gap is occurring because our instruction is not student centered with rigor for ALL students. If B.E.S.T. Standards based and student centered instruction with rigor would occur in a way that ALL students could access grade level critical content, the problem would be reduced by 5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	1) The percent of all students achieving ELA proficiency will increase by 5% as measured by state progress monitoring data in 2022-2023. 2) Students in the bottom quartile will be closely monitored using frequent formative assessment progress monitoring data throughout the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Focused walkthroughs will be conducted weekly using three different feedback tools by the Leadership Team. The tools will be Marzano, IB, and MTSS tools. Meet weekly with PLC's to discuss Unit Planner creation, unpacking of the BEST Standards and data chat on a cycle of each topic each week. Monitor Write Score and MAP data as an SBLT and make adjustments to the instructional program at each grade level as needed. Monitor Write Score and MAP data in MTSS to determine areas of need for additional intervention and assistance.
Person responsible for monitoring outcome:	Jillian Black (blackji@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1) Gain a deep understanding of the B.E.S.T. ELA Standards as a non-negotiable for improving student outcomes. 2) Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles. 3) Develop a professional learning plan that supports equitable and successful ELA curriculum implementation.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for implementing these strategies is that they directly correlate to improved academic achievement in reading.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership will monitor progress through feedback tools in walkthroughs and walkthrough tools in effective educators.
Embed authentic audience opportunities for "voice and choice" within Reading and Writing through IB Units of Inquiry/global contexts.
Meet weekly in PLC's with IB coordinators to prioritize and align academic language/vocabulary in unit planning to ensure that IB academic language is being taught consistently and in the appropriate vertical

progression.

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

Create two new IB unit planners that address more relevant topics and embed more highly engaging strategies and topics for a diverse population of learners.

Implement evidence based Visual Thinking routines across content areas and grade levels.

Engage in professional development on various aspects of differentiation and small group instruction.

Meet in PLC's monthly to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

IB Coordinators will plan weekly with each grade level to develop Visual Thinking routines and voice and choice in the IB planners.

The AVID team will coordinate and build a consistent implementation plan for AVID MYP WICOR strategies to be implemented across all subject areas.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 61% overall proficiency, 62% making learning gains and 50% of the bottom quartile making learning gains, as evidenced by the Mathematics FSA . The focus will be to increase overall proficiency by at least 5% with teachers providing standards aligned formative assessments and utilizing the resulting data to provide meaningful and timely interventions and remediation on math standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1) The percent of all students achieving Math proficiency will increase by 5% as measured by state progress monitoring data in 2022-2023. 2) Students in the bottom quartile will be closely monitored using frequent formative assessment progress monitoring data throughout the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focused walkthroughs will be conducted weekly using three different feedback tools by the Leadership Team. The tools will be Marzano, IB, and MTSS tools. Meet weekly with PLC's to discuss Unit Planner creation, unpacking of Math Standards and data chat on a cycle of each topic each week. Monitor MAP data as an SBLT and make adjustments to the instructional program at each grade level as needed. Monitor MAP data in MTSS to determine areas of need for additional intervention and assistance.
Person responsible for monitoring outcome:	Megan Becker (beckerme@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The correct implementation of B.E.S.T standards along with the use of formative assessments and differentiated instruction to accurately diagnose students needs in conjunction with the use of district instructional resources for intervention directly correlates to an increase in student performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers/administrators engage in Just-in-Time Content PD to support Implementation of the B.E.S.T. Standards and instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to understand the outcomes that carry the full weight of the standards.

Ensure instructional supports are in place for students during core instruction/intervention, based on data, including supports for students with exceptional needs and more advanced tasks for students above benchmark.
• Utilize administrator walkthrough tools to provide weekly feedback to teachers and communicate, highlight evidence-based practices that are impacting student achievement.
Teachers will utilize formative assessment data regularly to inform their instruction.
SBLT meeting schedule on a 3 week rotation to monitor formative assessment and cycle assessment data to make decisions on trends.
Administration will use school IB and district provided walkthrough feedback tools to give feedback to staff on their mathematics instruction and to monitor how assessment data is being used to inform instruction.

Person Responsible   Megan Becker (beckerme@pcsb.org)

• Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.
• Implement student-led conferences to allow students to share their academic goals and their progress with family members.
Provide professional development opportunities to staff on how to create formative assessments and/or use district provided formative assessments that align to the standards.
Following each formative assessment, teachers will partake in facilitated discussions regarding their formative data in PLC's to help create targeted intervention and remediation groups.

Person Responsible   Megan Becker (beckerme@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 64% of students are proficient, as evidenced by 5th and 8th grade FSA Science data . The problem/gap is occurring because of lack of authentic learning opportunities for students in the lab setting and the need for a better use of formative assessment tools for guiding remediation in science standards. If proper use of the Science lab and better planning and PD around using formative assessments would occur, the problem would be reduced by 5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, Sanderlin will see an increase in their Science FSA proficiency by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Focused walkthroughs will be conducted using three different feedback tools by the Leadership Team. The tools will be Marzano, IB, and MTSS tools. Conduct PLC's to discuss Unit Planner creation, review student responses and formative assessments. Help support and monitor, teacher planning for ALL students, incorporating scaffolding/differentiated instruction into instructional lessons.
Person responsible for monitoring outcome:	Jillian Black (blackji@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Utilize science curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth. Teachers will provide extensive inquiry based instruction which includes opportunities for students to think scientifically through research, content exploration, and writing opportunities (claims and evidence). In addition, using formative assessment tools in the proper way to facilitate instruction for remediation differentiation.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	There is a need to enhance staff capacity to identify district resources aligned to critical content within NGSSS and the IB standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement and utilize the Science Lab on a regular basis with a fully implemented schedule and plan.
2. Communicate with the district on when Science units have been adjusted for IB UOI's and better align our formative assessments to our actual instructional timeline.
3. Continue to implement conceptual learning opportunities for students within Science.
4. Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.
5. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional staff developer to support next steps.

Person Responsible   Jillian Black (blackji@pcsb.org)

• Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.
• Ensure grades 1-5 have a deep understanding of the science lab curriculum, materials management, and pacing/scheduling.
• Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.
• Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible   Jillian Black (blackji@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 59% as evidenced by proficiency on the EOC Civics Exam. 62% proficiency in 6th grade US History Cycle 3 and 53% proficiency in 7th grade Civics Cycle 2. The problem/gap is occurring because the students need to engage in more cognitively complex tasks and interact with rigorous text in manners which differentiate and scaffold instruction to meet the needs of all students. If we implement these strategies, the data will show a 5% increase in overall proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, Sanderlin will see an increase of 5% on their Social Studies assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focused walkthroughs will be conducted using three different feedback tools by the Leadership Team. The tools will be Marzano, IB, and MTSS tools. Conduct PLC's to discuss Unit Planner creation, review student responses and formative assessments. Help support and monitor, teacher planning for ALL students, incorporating scaffolding/differentiated instruction into instructional lessons.
Person responsible for monitoring outcome:	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Reading Strategy based on focus on cognitively complex tasks. Utilize primary source documents at varying complexity levels throughout the year with appropriate literacy strategies. Utilize WICOR Strategies to build proficiency and provide academic support structures.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Implementing evidence-based reading, writing, and note-taking strategies will increase the ability for students to comprehend content specific texts such as the text needed to increase proficiency in Social Studies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. SS Teachers will receive professional development on WICOR strategies.
2. SS Teachers will implement WICOR strategies into daily instruction
3. MYP Staff will implement WICOR strategies across all content areas.
4. Students will track data to identify areas of strength and weakness on content standards
5. Teachers will utilize formative assessment and computer based programming for content standard remediation, data chats with students and individual goal setting with students.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The rationale is that by enrolling students in more rigorous courses such as courses where students can earn Industry Certification and High School Honors credits that include academic support structures, we give students the ability to be better prepared for college, career and the future.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If Sanderlin enrolls ALL students in at least one academically rigorous courses with AVID academic support structures, then the overall proficiency of students will increase by at least 10% as evidenced by 2023 end of school year data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The master schedule will be reviewed to ensure that all students are enrolled in at least one academically rigorous course. Administration will ensure that there is a professional development plan in place to train all MYP teachers on the use of WICOR and AVID academic support structures in their classrooms all across all contents. Walkthroughs - both peer and administrative will be conducted on a weekly basis using a tool that aligns to AVID and gives teachers specific feedback on the implementation of academic support structures in the classroom.
Person responsible for monitoring outcome:	Megan Becker (beckerme@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strengthen teacher implementation of rigorous instructional practices - including AVID academic support structures in the classrooms through professional development and walkthroughs with feedback.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students involved in more rigorous coursework will increase their overall student achievement results.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.
• Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses
Emphasize the importance of industry certifications for academic relevance and career readiness and increase the number of industry certifications earned by 10%
Increase the enrollment of students in DIT classes

Person Responsible	Megan Becker (beckerme@pcsb.org)

#6. Positive Culture and Environment specifically relating to Bridging the Gap	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As the result of equity-centered problem solving within an MTSS framework, Sanderlin has identified the need for an equity goal to build relational capacity, empower student voice, and hold high expectations for all students. This goal will include whole school, sustained Professional Development and an overall increase the use of equitable practices in the areas of equitable grading, highly engaging strategies for diverse learners (AVID Structures), PBIS full school implementation and restorative practices. The end of year behavior data for African American students showed that 90% of referrals resulted from a core group of 15 African American Students. The focus this year will be on interventions specific to those particular students and how we can better provide them behavior supports in the Tier 2 and 3 setting.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, the overall percentage of African American referrals will be decreased by 50% through the implementation of PBIS, Tier 2 and 3 behavior supports, Professional Development and implementation of highly engaging strategies for diverse learners (AVID structures), the development of consistent, equitable grading practices, implementation of restorative practices and a full staff book study.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	A walkthrough schedule on a weekly basis will provide teachers with at least one monthly walkthrough by admin or the MTSS Specialist that focuses specifically on providing feedback to teachers on highly engaging strategies for diverse learners (AVID structures), restorative and PBIS practices. This tool will also be collected as data to analyze in the MTSS meetings to better determine what Tier 2 and 3 interventions need to be created, increased, or changed.
Person responsible for monitoring outcome:	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Sanderlin will work to impact the equity mindset of teachers to improve and increase equitable instructional practices, specifically equitable grading, the implementation of PBIS, highly engaging strategies for diverse learners (AVID structures) and restorative practices.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The data explored using the Racial Equity Analysis Protocol (REAP) protocol identifies this as an area of focus which has been demonstrated to impact student learning and success. The changes in staff practices using the evidence based strategies above and the action steps below will decrease student behaviors and increase student achievement. Progress Monitoring will take place throughout the school year using formative assessments and other program assessments such as MAP data, cycle data, iReady, iStation and Dreambox data to determine the effectiveness of the strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Conduct a monthly staff book study on Equitable Grading Practices and Assessment by Trevor McKenzie.
2) Conduct district created facilitated staff equity training and guide staff through creating equitable grading practices.
3) Conduct two restorative practices sessions to continue to
re-enforce the use of restorative practices throughout the whole school community.
4) Equity champions will provide monthly discipline and achievement data for review at SBLT,
MTSS to determine effectiveness of strategies being implemented the need to adjust any focus areas.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

5) Leadership Team will use grade level PLC a month to discuss the
incorporation of culturally relevant teaching strategies into lesson plans and IB unit planners.
6) Collaborate for biweekly training in Tuesday PD sessions with Tier 3 District Equity/AVID Coach.
7) Conduct at least one monthly walkthrough that focuses on providing teachers with feedback specific to highly engaging strategies for a diverse learner population (AVID structures), Restorative Practices, and PBIS in their classrooms. We will compile this data to review in bi weekly in MTSS meetings.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our SWD subgroup achievement has been increasing but there is a still a 41% achievement gap in the achievement levels of our SWD subgroup in ELA and a 38% gap in the achievement levels in Math in comparison to our total school proficiency. The current levels are as follows: ELA Achievement 23%, Math Achievement 20%, Science Achievement 22% and Social Studies 60%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Sanderlin will close the achievement gap by no less than 5% as evidenced by a comparison of the overall achievement level 2023 data for the school compared to the SWD specific subgroup data on the state 2023 assessment bringing the SWD proficiency from 20% to at least 25% proficient in Math and 23% to at least 28% in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored through biweekly MTSS meetings where specific data to SWD subgroups will be reviewed for progress and adjustments needed to Tier 1, Tier 2 and Tier 3 services. In addition, there will be monthly ESE Department meetings where students with IEP's specific data will be reviewed for progress.
Person responsible for monitoring outcome:	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instruct students with disabilities in foundational skills necessary to engage in rigorous, grade-level content. Create a schedule that maximizes ESE student participation in the least restrictive environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Differentiated instruction was a major area of weakness in our IB Evaluation visit. In addition, the ESE Resource Teachers have created differentiation plans in collaboration with PLC's on a limited basis last year and is one of the reasons we saw the increase in SWD achievement. We will like to continue with and increase our focus in this area

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) VE resource teachers will take part in at least two scheduled collaborative planning sessions a month with Grade level PLC teachers where they will intentionally plan for differentiation using ESE student data.
2) Lesson plans/unit plans will indicate differentiate strategies the teachers are using with all students and how the VE Resource teacher is using these strategies in a co-teach model or pull out model with her students.
3) Grade level PLC's will collect and interpret data from Dream Box, Istation, OPM, and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.
4) The VE resource teachers will screen for specific deficits of students and plan small group lessons to address those specific areas aligned with what is being taught in the classroom.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

• Place students requiring ESE services in master schedules first to optimize service delivery, focusing on a clustering process to meet student needs.
• Schedule time for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.
• Teachers to engage in professional development on models of collaborative teaching.
• Make rigorous texts, materials, content, and activities accessible to students through supplementary aids placing an emphasis on read aloud technologies for grade level text.
• Collect and interpret data from multiple sources to track the use of accommodations while progress monitoring achievement utilizing instruments aligned to the targeted area.
• Collaborate with service providers to create a schedule that promotes services in the least restrictive environment whenever possible.

Person Responsible   Carrie Armstrong (armstrongcar@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

James B. Sanderlin IB World school addresses positive school culture in several systemic ways throughout the entire school and surrounding community.
First and foremost, we are an International Baccalaureate school. As an IB school, we are evaluated on a 5 year cycle by the IB Organization on our ability to provide thematic, global inquiry based units to our students - 6 units per year in our PYP program and at least 4 units per academic subject area per year in our MYP program. These units must be globally based - meaning that students are required to take action on initiatives not just locally or nationally but globally as well. In order to make this happen, we have to involve all stakeholders in the learning process for our students. This takes place through various on campus events, mentor/mentee projects, field trips, presentations, etc. that must include a variety of community relationships.
In addition, as an IB school Sanderlin is required to involve all stakeholders in the yearly review and creation of four different policies - Diversity, Language, Academic Honesty and Assessment. These policies are created to ensure that all students, parents, and the surrounding community/stakeholders have equal access and input into the quality instruction that we are providing our students.
In addition, Sanderlin is a schoolwide PBIS and AVID school. PBIS focuses on building positive positive relationships with students by focusing on positive behaviors and their outcomes. AVID has built our college bound culture and focus and we have been able to invite more community, business partner and college presence on our campus and in field trips with the incorporation of this program.
In addition, Sanderlin has many different opportunities for parents and community stakeholders to become involved in the school - SAC, PTSA, Lawyers for Literacy, Community and Exhibition Projects, two Internationally Themed Taking Action Nights, etc. are just a few of the highlights of what our campus provides to build an ongoing community culture and relationship with all stakeholders.

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

All stakeholders are involved in creating a plan that is centered around positive culture and environment. This topic is on the agenda of every SBLT, SAC, PTSA and Faculty meeting. The school has a PBIS committee that regularly surveys staff and students around the critical components of positive culture. The surveys are analyzed and changes are made based on feedback from stakeholders. The PBIS Committee meets on a monthly basis and the SBLT meets on a bi -weekly basis to review data around discipline, morale and trends seen in stakeholder feedback.
Stakeholders involve teachers, administration, SAC members, PTSA members, Sanderlin support staff, support services team members, parents, and students.