

School Improvement Plan

2015-2016

James B. Sanderlin PK-8

Michael A. Grego, Ed.D.
Superintendent



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School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name James B. Sanderlin PK-8	Principal's First Name Denise	Principal's Last Name Miller
School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our community of lifelong learners will use an inquiry approach through our challenging programmes to become internationally-minded citizens.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The nature of the International Baccalaureate Organization is based on the IB Learner Profile, which is deeply embedded in both the PYP and MYP IB curriculum and instructional approach encompassing the whole child. One of the primary goals in an IB school is to foster international mindedness in students and staff. To this effect, teachers plan collaboratively to develop transdisciplinary (PYP) and interdisciplinary (MYP) units of study that build on the IB Learner Profile to develop global citizens.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

To create an environment where students feel safe and respected, Sanderlin teachers and staff teach and model the 10 attributes of the IB Learner Profile. IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Students choose attributes of the IB Learner Profile and work toward earning iTags for each one. To do this, students complete tasks and reflections to help develop these attributes within themselves. Then, they complete a culminating action cycle to demonstrate their learning (Choose - Act - Reflect).

In addition, Sanderlin has a data-based positive behavior system in place. The behavior team works to analyze behavioral data bimonthly based on the school-wide EVSNU system of monitoring behavior. Teachers record when students receive an N or U behavior rating. The team meets to discuss behavioral issues and the school counselor creates small groups to meet the needs of students based on this data. Tier 2 and Tier 3 behavior interventions are developed based on data and specific behaviors exhibited by students. Plans are individualized to meet the needs of each student at Tier 2 and Tier 3 of the behavioral RtI process.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Sanderlin has an active mentoring program for both elementary and middle school students. Students are referred by a teacher or a parent and connected with mentors as they are available. Mentor/mentee pairings are maintained as much as possible throughout the child's years at Sanderlin. Sanderlin's middle school is actively involved in the Take Stock in Children program as well, which provides scholarships for students. Students in this program are paired with mentors through the duration of the program.

Counseling groups are developed based on data and student need. Groups typically meet weekly with the school counselor to address social-emotional needs including social skills training and divorce support.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Denise	Miller	Administration
Traci	Pyhel	Support
Ben	Smet	Parent
Trevor	Kirkpatrick	Parent
Keisha	Albritton	Parent
Miguel	Castro Rivera	Parent
Vega	Moore	Parent
Rianne	Sorenson	Parent

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Morgan	Gresham	Parent
Lilian	Callihan	Parent
Wendy	Kestler	Parent
Christie	Christenson	Parent
John	Dubrué	Parent
Helena	Sheeley	Parent
Maria	Hays	Parent
Tracy	Donald	Parent
Holli	Tempe	Parent
Jennifer	Warwick	Parent
Diane	Klamer	Community
Bill	Barlow	Teacher

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

During the 2014-15 school year, Sanderlin became an authorized IB MYP school, and the PYP was reauthorized. This achievement was part of a process of reflection that included all stakeholders. Sanderlin has worked hard to maintain the fidelity and integrity of the IB programme and has seen significant gains in student achievement as a result.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were used last year to support the School Improvement Plan. Teachers were paid to work during the summer to analyze data and assist in developing goals and strategies for this year's school improvement plan.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

At each monthly meeting, an aspect of the current SIP is discussed in SAC. Recommendations are incorporated as part of that on-going process.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will focus on a better understanding of the IB philosophy and framework, and how that aligns with current best practices. Additionally, SAC will gain a better understanding of standards-based, formative and summative assessments and review academic, behavior and attendance data; review parent engagement practices and make revisions as needed.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

School improvement funds will be used this year to pay teachers to assist in ongoing review and updates of the school improvement plan. Funds will also be used to pay a data team to work with administration regularly to upkeep the school's data wall (used during monthly data chats).

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Denise	Last Name Miller	Email Address millerd@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Curriculum and Instruction: Special Education	# of Years as an Administrator 24	# of Years at Current School 12
Certifications (if applicable) Elementary Education 1-6, Emotionally Handicapped K-12, School Principal (all levels)			

ASSISTANT PRINCIPAL #1

First Name Mary Sue	Last Name Cehi	Email Address cehim@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 3
Certifications (if applicable) Elementary Education 1-6, ESOL Endorsement K-12, Educational Leadership K-12, School Principal (all levels)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 48

% receiving effective rating or higher: 95

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 98

% certified infield, pursuant to Section 1012.2315(2), F.S.: 98

% ESOL endorsed: 42

% reading endorsed: 10

% with advanced degrees: 54

% National Board Certified: 2

% first-year teachers: 4

% with 1-5 years of experience: 10

% with 6-14 years of experience: 60

% with 15 or more years of experience: 25

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Host interns from USF College of Education & St. Petersburg College; Attend and recruit at the Pinellas County Job Fair; references from other IB schools; Principal and Assistant Principal responsible for recruitment and retention.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Sanderlin has well-defined systems in place that facilitate positive working relationships among both teachers and staff. PLCs meet weekly, usually 2 or more times each week. Schedules are created strategically to allow for this collaboration to occur. Administrator's attend PLC meetings regularly. Each PLC member has a defined role (time keeper, recorder, etc). Notes are turned in weekly and read by administrators and IB coordinators to ensure PLC needs are known and addressed. Faculty meetings are always opened with

celebrations and often include the award of "Sanderlin Salutations" to make special note of above and beyond work.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Sanderlin Amigo - Each new employee is assigned an experienced staff member to assist in the transition to the school; Partner new/new to grade level teachers with selected high performing teachers; International Baccalaureate professional development opportunities and experiences.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rtl)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

At Tier One: Core/Differentiated instruction is measured by district wide Common Assessments. This data is accessed through Performance Matters and EDS, which provide comparisons to measure success and identify where additional intervention is needed. This data is reviewed after each testing cycle and effectiveness of core instruction is evaluated. In addition, students needing supplemental intervention are identified. Instructional coaches work with PLCs and teachers on formative assessment development and data analysis.

For behavior, the Florida Rtl B database is used to capture data on referrals. This data is reviewed to determine the success of core behavioral instruction and to identify Tier 2 students.

At Tier Two: For academics, small groups are selected based on skill deficit areas. Progress is monitored every other week, generally using appropriate and relevant formative assessment.

For behavior, the Florida Rtl B database is used to identify students needing supplemental support. These students are provided with appropriate interventions and progress monitoring at least every other week.

At Tier Three: Upon review of progress monitoring from Tier 2 interventions, and through GAP analysis, students needing intensive interventions are identified. They are scheduled for a Problem Solving Worksheet, when an individualized plan is developed. Interventions are then implemented based on hypothesis formulated in the problem solving process. Progress is monitored weekly with AIMSweb, and after sufficient data is collected the plan is reviewed.

For behavior, students needing intensive support are identified through the Florida Rtl B database data and / or progress monitoring data from their supplemental intervention. These students are scheduled for a PBIP or an FBA. Problem solving activities are used to identify and target appropriate interventions based on the function of the student's behavior.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Denise	Miller	Administrator
Sue	Cehi	Administrator
Kim	Curran	School Counselor
Jeremy	Salyers	School Counselor
Robyn	Royall	School Social Worker
Shannon	Myron	School Psychologist

MTSS Team Member First Name	MTSS Team Member Last Name	Position

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

SIP workgroups (literacy, math, science) meet every month to analyze data and address issues related to MTSS and SIP. Parent engagement strategies are discussed and included in each area as needed and appropriate.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Running Records, Common Assessments, Moby Math, ST Math, iStation, Curriculum-Based Assessments, AimsWeb progress monitoring tools, Success Criteria, Decision Ed. behavior & attendance records.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

As the MTSS Leadership team receives district training it is communicated to the staff on an ongoing basis. Staff members will be trained in a whole group setting and in PLCs. They will also be trained individually as they participate in problem solving with the MTSS Team.

Follow-up professional development will occur during PLC's through practical application of presented skills with facilitation and support by SBLT.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Planners are created collaboratively with the IB coordinator for each unit of inquiry to ensure a standards-based and inquiry-based curriculum and instruction. Planners are developed utilizing backwards design - beginning with the end in mind. The "end" being mastery of the standard. Textbooks and other resources are used as resources. The curriculum are the Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Sanderlin uses a data-based Multi-Tiered System of Support to meet the needs of all students.

At Tier One: Core/Differentiated instruction is measured by district wide Common Assessments. This data is accessed through Performance Matters and EDS, which provide comparisons to measure success and identify where additional intervention is needed. This data is reviewed after each testing cycle and effectiveness of core instruction is evaluated. In addition, students needing supplemental intervention are identified. Instructional coaches work with PLCs and teachers on formative assessment development and data analysis.

For behavior, the Florida RtI B database is used to capture data on referrals. This data is reviewed to determine the success of core behavioral instruction and to identify Tier 2 students.

At Tier Two: For academics, small groups are selected based on skill deficit areas. Progress is monitored every other week, generally

using appropriate and relevant formative assessment.

For behavior, the Florida RtI B database is used to identify students needing supplemental support. These students are provided with appropriate interventions and progress monitoring at least every other week.

At Tier Three: Upon review of progress monitoring from Tier 2 interventions, and through GAP analysis, students needing intensive interventions are identified. They are scheduled for a Problem Solving Worksheet, when an individualized plan is developed. Interventions are then implemented based on hypothesis formulated in the problem solving process. Progress is monitored weekly with AIMSweb, and after sufficient data is collected the plan is reviewed.

For behavior, students needing intensive support are identified through the Florida RtI B database data and / or progress monitoring data from their supplemental intervention. These students are scheduled for a PBIP or an FBA. Problem solving activities are used to identify and target appropriate interventions based on the function of the student's behavior.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

PLC's collaborate to plan cognitively complex, standards-based instruction that develops students' conceptual understanding.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

This strategy will increase the rigor of the curriculum.

Provide a description of the strategy below.

PLCs meet several times each week to develop IB Planners that connect across subject areas.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through PLC minutes, administrator walk-throughs, and observations.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

All staff has a role in this strategy. The strategy will be monitored by the school's leadership team, including core team members.

INSTRUCTIONAL STRATEGY #2

Strategy Type

High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

This strategy will increase instructional time on task.

Provide a description of the strategy below.

Teachers will implement research-based strategy's to engage students in learning.

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring data will be collected and analyzed to monitor the effectiveness of this strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

All staff has a role in this strategy. The strategy will be monitored by the school's leadership team, including core team members.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Vocabulary instruction is taught conceptually across all subjects.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy in to increase the use of academic vocabulary among students. Research supports this practice as a way to improve student achievement.

Provide a description of the strategy below.

Teachers will use and encourage students to use academic vocabulary throughout the instructional day.

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring data will be collected and analyzed to monitor the effectiveness of this strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

All staff has a role in this strategy. The strategy will be monitored by the school's leadership team, including core team members.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Instruction is differentiated to meet the needs of all students.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to meet the needs of all students and maximize student achievement.

Provide a description of the strategy below.

Teachers will differentiate instruction by grouping students based on instructional needs and providing individualized instruction.

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring data will be collected and analyzed to monitor the effectiveness of this strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

All staff has a role in this strategy. The strategy will be monitored by the school's leadership team, including core team members.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Preschool Transition:

Currently, our program houses two PreK programs, each with a class limit of 18 students. The majority of Sanderlin PreK students move directly into our kindergarten and continue their educational career in our school. For this reason, many of our kindergarten students are already familiar with our school procedures and IB curriculum. Throughout the school year, families and students interested in attending our school tour and visit, as well as attend open-house evenings to gain information about our program. In May of each school year, new students entering kdg the following year are invited to an open house hosted by our kindergarten staff where they and their families have the opportunity to learn specifically about transitioning from their early childhood program into our kindergarten. Attendees visit with staff, tour the campus and classrooms and engage in activities with each other to create connections prior to the first day of school. Upon leaving they are presented with information packets and learning activities to take home to help make the transition smoother as they move up to the kindergarten level of work. In addition, students are invited to meet their teacher and classmates the Friday prior to the first day of school, which is a Monday.

Middle School Transition:

Prior to the opening of the magnet application period, school administrators host several round table meetings to inform parents of the options available for middle school. Eligibility criteria is discussed for Sanderlin's MYP programme, as well as other programs. Parents are encouraged to make educated decisions for their children as they move into middle school. For students accepted at Sanderlin, transition is addressed through discovery night, orientation, and open house. For students leaving Sanderlin, the elementary school counselor works with students to support their transition. Specific supports depend on where students plan to attend middle school.

High School Transition:

Prior to the opening of the magnet application period, school administrators host several round table meetings to inform parents of the options available for high school. Eligibility criteria is discussed for high school magnet programs, including IB Diploma Programmes. Parents are encouraged to make educated decisions for their children as they move into high school. The middle school counselor works with students to support their transition and includes the utilization of Counselor Connects.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

The IB Middle Years Programme is interdisciplinary in nature (philosophy and framework) – a requirement for IB authorization. The expectation is that students not only see connections to their future, but also their responsibility as global citizens in making the world a better place for all to live.

As a countywide magnet, our IB middle school offers all honor level courses either under the DOE MYP course descriptions or those also offered in other middle schools, including Career Planning as part of the 8th grade U.S. History Honors course.

Describe how the school integrates vocational and technical education programs.

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

N/A

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Elizabeth	Can	PK Teacher	cane@pcsb.org
Amy	Johnson	K Teacher	johnsonamyl@pcsb.org
Kim	Zielske	1st Grade Teacher	zielskek@pcsb.org
Denise	Smith	2nd Grade Teacher	smithdeni@pcsb.org
Luci	Dahl	3rd Grade Teacher	dahle@pcsb.org
Rosemary	Williams	4th Grade Teacher	williamsros@pcsb.org
Kim	Kearney	5th Grade Teacher	kearneyk@pcsb.org
Erin	Geraghty	MYP Language Arts	geraghtye@pcsb.org
Lilia	Cagle	MYP Language Arts	caglel@pcsb.org
Veronica	Leal	MYP Journalism	lealv@pcsb.org
Betty	Rioux	MYP World Languages	riouxb@pcsb.org
Kate	Knobloch	MYP Performing Arts	treleasek@pcsb.org
Velda	Jordan	MYP Social Studies	jordanv@pcsb.org
Tina	Clark	MYP Visual Arts	clarkcr@pcsb.org
Tracy	Pribble	PYP Speech and Language	pribblet@pcsb.org
Randy	Allen	PYP Music	allenr@pcsb.org
Kendall	Thacker	PYP Art	thackerk@pcsb.org
Keri	Webster	Media Specialist	websterk@pcsb.org
Denise	Miller	Principal	millerd@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams facilitate literacy knowledge & skills within the school by focusing on the following areas of concern:
 • Support for text complexity

- Support for more cognitively complex instructional skills and strategies to improve reading comprehension.
 - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - Providing scaffolding that does not preempt or replace text reading by students
 - Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)
 - Support for implementation of Florida Standards for Literacy in Social Studies, Science, & Technical Subjects (a focus on text, task, & instruction).

The district will provide training and tools for Literacy Leadership Teams.

This leadership team meets once a month on a scheduled day and time. This team will be responsible for monitoring the SIP reading/writing goals and implementation of selected strategies.

Within our IB curriculum development, ELA strategies are discussed and included across the curriculum and noted within the IB planners. ELA data is shared with all teachers in the middle school setting, as well as strategies that support individual students.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

LLT will work to develop and support the following:

1. Support for more cognitively complex instructional skills and strategies to improve reading comprehension
2. Reading and writing with complex text
3. Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects
4. Standards-based planning & data driven decision making using formative assessments
5. Differentiated instruction

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.7		34

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47.4		58

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.2		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		75

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	88.9		92%
Black/African American	50		60%
Hispanic	75.8		78%
Asian	73.3		78%
American Indian	50		60%
English Language Learners (ELLs)	0		0
Students with Disabilities (SWDs)	22.2		50%
Economically Disadvantaged	65.7		75%

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

80% of 3rd– 8th grade students will meet or exceed ELA expectations as measured by the Florida Standards Assessment (FSA).

Provide possible data sources to measure your reading goal.

Florida Standards Assessment (FSA)
 Running Records
 PCSB Common Assessments
 iStation

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
PLC's collaborate to plan cognitively complex, standards-based instruction to develop students' conceptual understanding.	<ul style="list-style-type: none"> • Planning within grade levels weekly for subject areas and/or IB curriculum planners • Articulation across grade levels in December, February, and May to ensure horizontal and vertical alignment of the IB Programme of Inquiry. • Connect learning goals to align with formative assessments to guide instruction, differentiate, and routinely track student achievement • Implement scheduling options to allow for increased collaborative planning
Action 2	Plan to Implement Action 2
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Building students' conceptual knowledge through concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Building students' understanding of word choice (Vocabulary: words, phrases, sentences; nuances) through the close reading of concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Develop and implement a plan for vocabulary instruction at each grade level differentiated based on student needs. • Explore the understanding of morphology to build language.
Action 3	Plan to Implement Action 3
Vocabulary instruction is taught conceptually across all subjects.	<ul style="list-style-type: none"> • Building students' understanding of word choice (Vocabulary: words, phrases, sentences; nuances) through the close reading of concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Develop and implement a plan for vocabulary instruction at each grade level differentiated based on student needs.
Action 4	Plan to Implement Action 4

Instruction is differentiated to meet the needs of all students.	<ul style="list-style-type: none"> Analyze progress monitoring data throughout the school year to design appropriate instruction for all students. Implement learning scales to help students become aware and reflective of their own learning.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57.4		65

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

65% of 4th-8th grade students will meet or exceed ELA writing component expectations as measured by the Florida Standards Assessment (FSA).

Provide possible data sources to measure your writing goal.

WriteScore Practice Tests
Journal Responses
Teacher-developed Writing Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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PLC's collaborate to plan cognitively complex, standards-based instruction to develop students' conceptual understanding.	<ul style="list-style-type: none"> • Planning within grade levels weekly for subject areas and/or IB curriculum planners • Articulation across grade levels in December, February, and May to ensure horizontal and vertical alignment of the IB Programme of Inquiry. • Connect learning goals to align with formative assessments to guide instruction, differentiate, and routinely track student achievement • Implement scheduling options to allow for increased collaborative planning
Action 2	Plan to Implement Action 2
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Building students' conceptual knowledge through concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Building students' understanding of word choice (Vocabulary: words, phrases, sentences; nuances) through the close reading of concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Develop and implement a plan for vocabulary instruction at each grade level differentiated based on student needs. • Explore the understanding of morphology to build language.
Action 3	Plan to Implement Action 3
Vocabulary instruction is taught conceptually across all subjects.	<ul style="list-style-type: none"> • Building students' understanding of word choice (Vocabulary: words, phrases, sentences; nuances) through the close reading of concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Develop and implement a plan for vocabulary instruction at each grade level differentiated based on student needs.
Action 4	Plan to Implement Action 4
Instruction is differentiated to meet the needs of all students.	<ul style="list-style-type: none"> • Analyze progress monitoring data throughout the school year to design appropriate instruction for all students. • Implement learning scales to help students become aware and reflective of their own learning.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Mathematics

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.2		45

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS - Elementary and Middle School Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71.4		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		80

ANNUAL MEASURABLE OBJECTIVES (AMOs) - Elementary and Middle School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	71.1		75
Black/African American	45.9		50
Hispanic	60.6		65
Asian	60		65
American Indian	100		100
English Language Learners (ELLs)	33.3		50
Students with Disabilities (SWDs)	17.9		50
Economically Disadvantaged	52.2		65

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS - High School Mathematics

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs) - High School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS - High School Mathematics

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58.5	96.8	100

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.7	96.8	100

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.8		25

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61.5		75

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

75% of 3rd– 8th grade students will meet or exceed mathematics expectations as measured by the Florida Standards Assessment (FSA).

Provide possible data sources to measure your mathematics goal.

Florida Standards Assessment (FSA)
ST Math
PCSB Common Assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
PLC's collaborate to plan cognitively complex, standards-based instruction to develop students' conceptual understanding.	<ul style="list-style-type: none"> • Articulation across grade levels in December, February, and May to ensure horizontal and vertical alignment of the IB Programme of Inquiry. • Connect learning goals to align with formative assessments to guide instruction, differentiate, and routinely track student achievement • Implement scheduling options to allow for increased collaborative planning. • PLCs plan each topic and end of unit assessment through a backwards design model based on FL Standards. • Teachers will plan for conceptual understanding by connecting concrete understanding (manipulatives) to representational understanding (drawings) to abstract understanding (non-standard algorithms and standard algorithms) in all grade levels.
Action 2	Plan to Implement Action 2
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Engage students in hands on learning experiences including manipulatives, technology, writing, and classroom discussions. • Build students' application of knowledge through authentic tasks involving real-world problem solving and problematic scenarios • Instruction will routinely engage students in accountable talk at a high level of cognitive complexity • Increase opportunities to explain math thinking in writing for a variety of purposes (Content, Narrative, Process, and Affective) as a way to inform differentiated instruction. • Build conceptual knowledge by connecting concrete understanding (manipulatives) to representational understanding (drawings) to abstract understanding (non-standard algorithms and standard algorithms).
Action 3	Plan to Implement Action 3

Vocabulary instruction is taught conceptually across all subjects.	<ul style="list-style-type: none"> • Use and post mathematics vocabulary throughout the classroom. • Encourage student use of academic terms. • Build connections of vocabulary across subject areas to develop conceptual understanding.
Action 4	Plan to Implement Action 4
Instruction is differentiated to meet the needs of all students.	<ul style="list-style-type: none"> • Analyze progress monitoring data throughout the school year to design appropriate instruction for all students. • Implement learning scales to help students become aware and reflective of their own learning.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Science

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.4	25	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40	46	60

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

80% of 5th and 8th grade students grade students will meet or exceed grade level expectations as measured by FCAT Science.

Provide possible data sources to measure your science goal.

PCSB Science Common Assessments
 Classroom formative assessments
 Student work - projects and experiments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
PLC's collaborate to plan cognitively complex, standards-based instruction to develop students' conceptual understanding.	<ul style="list-style-type: none"> • Planning within grade levels to align and connect the science standards to IB related concepts • Articulation across grade levels in December, February, and May to ensure horizontal and vertical alignment of the IB Programme of Inquiry. • Integrate instruction in the Nature of Science throughout the all subjects of the curriculum using a hands-on approach (experiments, investigations). • Connect experiments and investigations to real world scientific topics and issues.
Action 2	Plan to Implement Action 2
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Instruction will routinely engage students in accountable talk at a high level of cognitive complexity • Engaging students in scientific inquiry that includes laboratory, field investigations, learning experiences, data collection and analysis, technology, writing, and classroom discussions. • Formative assessments are used frequently to inform differentiation in instruction. • Implement a school-wide science showcase
Action 3	Plan to Implement Action 3
Vocabulary instruction is taught conceptually across all subjects.	<ul style="list-style-type: none"> • Use and post science vocabulary throughout the classroom. • Encourage student use of academic terms. • Build connections of vocabulary across subject areas to develop conceptual understanding.
Action 4	Plan to Implement Action 4
Instruction is differentiated to meet the needs of all students.	<ul style="list-style-type: none"> • Analyze progress monitoring data throughout the school year to design appropriate instruction for all students. • Implement learning scales to help students become aware and reflective of their own learning.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E

Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
10	12

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
602	100	100

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in Accelerated
STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams
for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement
Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry
Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

100% of students at Sanderlin will become more engaged with STEM experiences through participation in the science fair.

Provide possible data sources to measure your STEM goal.

Increased enrollment in STEM related clubs and academies.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
PLC's collaborate to plan cognitively complex, standards-based instruction that develops students' conceptual understanding.	<ul style="list-style-type: none"> • Planning within grade levels to align and connect the science standards to IB related concepts • Articulation across grade levels in December, February, and May to ensure horizontal and vertical alignment of the IB Programme of Inquiry. • Integrate instruction in the Nature of Science throughout the all subjects of the curriculum using a hands-on approach (experiments, investigations). • Connect experiments and investigations to real world scientific topics and issues.
Action 2	Plan to Implement Action 2
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Instruction will routinely engage students in accountable talk at a high level of cognitive complexity • Engaging students in scientific inquiry that includes laboratory, field investigations, learning experiences, data collection and analysis, technology, writing, and classroom discussions. • Formative assessments are used frequently to inform differentiation in instruction. • Implement a school-wide science showcase • Begin preparation for the science fair in the fall and hold school-based winning projects for the spring district fair. This will allow teachers to delve more deeply into science content without having the time constraints of testing so close. • Continue to offer an elementary STEM club and a middle school STEM club.
Action 3	Plan to Implement Action 3
Vocabulary instruction is taught conceptually across all subjects.	<ul style="list-style-type: none"> • Use and post science vocabulary throughout the classroom. • Encourage student use of academic terms. • Build connections of vocabulary across subject areas to develop conceptual understanding.
Action 4	Plan to Implement Action 4
Instruction is differentiated to meet the needs of all students.	<ul style="list-style-type: none"> • Analyze progress monitoring data throughout the school year to design appropriate instruction for all students. • Implement learning scales to help students become aware and reflective of their own learning.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section F **Area 6: Career and Technical Education (CTE)**

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

What is your school's CTE goal? Provide a description of the goal below.

Provide possible data sources to measure your CTE goal.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
88	98	100

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

What is your school's social studies goal? Provide a description of the goal below.

100% of 7th grade students will meet or exceed social studies expectations as measured by the Civics End-of-Course exam.

Provide possible data sources to measure your social studies goal.

PCSB common assessments
Formative assessments

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Planning within grade levels weekly for subject areas and/or IB curriculum planners • Articulation across grade levels in December, February, and May to ensure horizontal and vertical alignment of the IB Programme of Inquiry. • Connect learning goals to align with formative assessments to guide instruction, differentiate, and routinely track student achievement • Implement scheduling options to allow for increased collaborative planning
Action 2	Plan to Implement Action 2
High yield instructional strategies are utilized and students routinely engage in inquiry-driven lessons to develop conceptual understanding.	<ul style="list-style-type: none"> • Building students' conceptual knowledge through concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Building students' understanding of word choice (Vocabulary: words, phrases, sentences; nuances) through the close reading of concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Develop and implement a plan for vocabulary instruction at each grade level differentiated based on student needs. • Explore the understanding of morphology to build language.
Action 3	Plan to Implement Action 3
Vocabulary instruction is taught conceptually across all subjects.	<ul style="list-style-type: none"> • Building students' understanding of word choice (Vocabulary: words, phrases, sentences; nuances) through the close reading of concept-rich fiction and non-fiction texts while reading and writing within and across subject areas. • Develop and implement a plan for vocabulary instruction at each grade level differentiated based on student needs.
Action 4	Plan to Implement Action 4
Instruction is differentiated to meet the needs of all students.	<ul style="list-style-type: none"> • Analyze progress monitoring data throughout the school year to design appropriate instruction for all students. • Implement learning scales to help students become aware and reflective of their own learning.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Leave fields blank for grade levels not taught at your school.

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	7.4	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	1.9	0	0
Grade 2	5.6	0	0
Grade 3	9.7	0	0
Grade 4	4.5	0	0
Grade 5	0	0	0
Grade 6	4.5	0	0
Grade 7	9.1	0	0
Grade 8	3	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	6.2	3.9	2
Grade 1	5.6	7.8	5
Grade 2	7.7	5.4	3
Grade 3	6.2	3.1	0
Grade 4	3.3	9.5	7
Grade 5	9.4	6.2	4
Grade 6	4.6	1.5	0
Grade 7	18.2	0	0
Grade 8	8.2	8.6	6
Grade 9			
Grade 10			
Grade 11			
Grade 12			

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	29.2	23.5	20
Grade 1	13	7.8	5
Grade 2	15.4	7.1	5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	28.1	33.8	25
Grade 4	21.7	25.4	20
Grade 5	23.4	23.4	20
Grade 6	18.5	12.3	10
Grade 7	16.7	3.4	3
Grade 8	8.2	10.3	6
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4	1	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	1	0
Grade 4	3	2	0
Grade 5	3	0	0
Grade 6	3	0	0
Grade 7	1	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	3.9	2
Grade 1	0	2	0
Grade 2	3.1	3.6	2
Grade 3	10.9	23.1	15
Grade 4	6.7	20.6	15
Grade 5	10.9	18.8	15

	2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3.1	4.6	2
Grade 7	3	1.7	0
Grade 8	1.6	1.7	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4.2	2	0
Grade 1	0	2	0
Grade 2	1.5	0	0
Grade 3	1.6	3.1	0
Grade 4	8.3	7.9	5
Grade 5	4.7	9.4	5
Grade 6	7.7	0	0
Grade 7	3	1.7	0
Grade 8	3.3	1.7	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	1.5	0	0
Grade 7	0	0	0
Grade 8	3.3	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	1	1	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	n/a	n/a	n/a
Grade 1	n/a	n/a	n/a
Grade 2	n/a	n/a	n/a
Grade 3	28		15
Grade 4	29		15
Grade 5	40		20
Grade 6	6		0
Grade 7	2		0
Grade 8	9		0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	1.5	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	8.3	5.9	3
Grade 1	0	2	0
Grade 2	7.7	3.6	0
Grade 3	14.1	27.7	20
Grade 4	13.3	20.6	15
Grade 5	17.2	21.9	15
Grade 6	10.8	4.6	2
Grade 7	7.6	3.4	0
Grade 8	4.9	3.4	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

The Magnet Intervention Committee (MIC) meets monthly to analyze early warning indicators for behavior and attendance. The committee works with the parent to create a plan to address areas of concern. Plans are monitored between meetings by persons determined for each plan. Plans are evaluated at each meeting and determinations are made to include probationary periods and additional interventions. Severe cases that show no improvement in behavior and/or attendance may be dismissed from the magnet program.

Early warning indicators for academic concerns are addressed through the MTSS process and are individualized to meet the needs of each student.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

[Add Target](#) [Delete Target](#)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>At least 55% of black students will achieve at or above grade level expectations in math as measured by the Florida Standards Assessment (FSA).</p> <p>Formative assessments are used frequently to inform differentiation in instruction. Barrier: Meeting regularly with small, flexible groups of students to provide learning experiences specific to their needs Barrier Elimination Strategy: Build an inclusion program that includes a push-in model for students with special needs including VE and gifted; Teachers will work with students identified as ESE, as well as other students demonstrating a need for additional assistance and/or interventions.</p>	46		60
<p>At least 55% of black students will achieve at or above grade level expectations in reading as measured by the Florida Standards Assessment (FSA).</p> <p>Formative assessments are used frequently to inform differentiation in instruction. Barrier: Meeting regularly with small, flexible groups of students to provide learning experiences specific to their needs Barrier Elimination Strategy: Build an inclusion program that includes a push-in model for students with special needs including VE and gifted; Teachers will work with students identified as ESE, as well as other students demonstrating a need for additional assistance and/or interventions.</p>	50		65
<p>At least 46% of black students will achieve at or above grade level expectations in science as measured by the FCAT Science 2.0.</p>	40		55

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

It is a magnet expectation that all parents of Sanderlin students attend open house at the beginning of each school year. In addition to this event, Sanderlin hosts a variety of educational events for families including family fun nights, inquiry nights, Evening Among the Stars (International event), and PTSA events. Parents are receptive to these events, and each event typically has an average participation rate of about 25%.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Sanderlin works hard to build positive relationships with families to increase school involvement. The principal sends a weekly ConnectEd message each Sunday night to inform families of the week's events. The school website is maintained to keep families up-to-date regarding activities and events. It is a magnet expectation that families participate in conferences with teachers, including student-led conferences, held at the end of each school year.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Sanderlin maintains relationships within the community to support student's academic growth. The Edible Peace Patch Project provides an outdoor classroom in which students learn about science from a hands-on inquiry-based approach to learning. Teachers organize field trips within the local community in connection with the IB units of inquiry. Sanderlin also maintains a working partnership with Brighthouse Networks to provide resources and support for students.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least bronze award level in physical education in the Healthy Schools Inventory.	n/a	na/	bronze

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	ProEd - Tuesday mornings, 7:30-8:00; Tuesday afternoons, 3:00-4:30
Related Goal(s)	All academic goals from a PYP transdisciplinary & MYP interdisciplinary perspective, aligned to the Florida Standards
Topic, Focus, and Content	Implementation of the IB programmes, highlighting the Approaches to Learning, Florida Standards, and differentiation
Facilitator or Leader	Joyce Reichle, Maria Lehman, Sue Cehi, Denise Miller, and various teachers depending on the week's ProEd focus
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All instructional staff PK-8
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Every Tuesday morning and afternoon
Strategies for Follow-Up and Monitoring	ProEd topic evaluation/personal reflections, PLC minutes, PLC meeting discussions with administrators
Person Responsible for Monitoring	Denise Miller, Sue Cehi, Joyce Reichle, Maria Lehman

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Sanderlin utilizes a teamwork approach to meeting student needs. Several teams of persons in key roles meet regularly to problem-solve issues regarding education, operational, and safety issues.

Core Team consists of the schools administration and one person from each grade level or department. The team meets twice monthly to maintain focus of the school mission and vision and to improve instructional practice.

Operations Team consists of the school's administration and one representative from each operational aspect of the school. The team meets twice monthly to manage operational aspects involved in achieving the school mission and vision.

School Based Leadership Team (SBLT) consists of the school's administration, counselors, psychologist, and social worker. The team meets monthly to discuss the needs of individual students brought to its attention for academic and behavioral needs. The team problem solves strategies to differentiate for students needing additional supports.

Literacy SIP Workgroup consists of the schools administration and one person from each grade level or department. The team meets monthly to maintain focus of the school mission and vision and to improve instructional practice in ELA as related to the school improvement plan. The team also analyzes data and assists in identifying goals and strategies for the following year's SIP.

Math SIP Workgroup consists of the schools administration and one person from each grade level or department. The team meets monthly to maintain focus of the school mission and vision and to improve instructional practice in math as related to the school improvement plan. The team also analyzes data and assists in identifying goals and strategies for the following year's SIP.

Science SIP Workgroup consists of the schools administration and one person from each grade level or department. The team meets monthly to maintain focus of the school mission and vision and to improve instructional practice in science as related to the school improvement plan. The team also analyzes data and assists in identifying goals and strategies for the following year's SIP.

PART V

BUDGET

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

PART VI

MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</p>	
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8-Step Planning and Problem-Solving Process

