

School Improvement Plan

2015-2016

Richard L. Sanders

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Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

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

Area 6: Career and Technical Education (CTE)

Area 7: Social Studies

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Richard L. Sanders	Principal's First Name Jacqueline	Principal's Last Name Douglas
School Advisory Council Chair's First Name John	School Advisory Council Chair's Last Name Martin	

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

The staff of Richard L. Sanders school believes that every student will achieve 100% success and learn the affective skills necessary to grow into successful adults in a positive, safe, and respectful school environment.

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

The mission of Richard L. Sanders is for students to master the Pinellas County Student Expectations by providing relevant and rigorous learning opportunities, reinforcing positive behaviors, providing a safe environment, and treating others with respect. The staff of Richard L. Sanders School will teach, model and expect appropriate behaviors. We will achieve our goals for all students through direct instruction, modeling and rewarding positive behaviors.

SCHOOL ENVIRONMENT

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

The staff of Richard L. Sanders is devoted to the care, welfare, safety and security of all of its students. The process begins with the implementation of the Pro Active Behavior Plan for all students. This plan supports opportunities for teaching and learning, a Character Education Room that supports and reinforces replacement behaviors, and the Multi-tiered System of support/response to interventions. Additionally, all classes receive weekly affective lessons from the social workers who help to incorporate positive strategies into classrooms to strengthen relationships.

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

During preschool activities, staff participate in a CPI training that supports and encourages the care, welfare, safety and security of all students. Additionally, staff meet during preschool to review the Individual Education Plan and Functional Behavior Plan for all students as well as processes and procedures, and environmental design. The school also has processes in place for students during arrival, breakfast, lunch, transitional periods and dismissal to ensure safety.

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.

We have developed a Pro Active Behavior Plan used in each level (elementary, middle, and high school). The plan is reviewed by the leadership team and then presented to staff during preschool. Also during preschool, the referral and discipline process, in-class behavior expectations, environmental design, and PBS (Positive Behavior Support) is also presented to staff.

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.

The students attending Richard L. Sanders School receive a minimum of 30 minutes of weekly counseling as identified on their Individual Education Plans as well as daily Social/Personal lessons. Additional time for counseling may be provided if identified on the IEP. Social Workers and the School Psychologist are also available to assist the Behavior Support team when a student is showing signs of crisis.

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
Jacqueline	Douglas	Principal
Pamela	Bostwick	Teacher
Karen	Schroeder	Support
Susan	Boseger	Parent
Betty	Pinnance	Parent
Robert	Rodriques	Community
John	Martin	Community
Terese	Hilliard	Community
Jody	Lehman-Lynn	Teacher
Theresa	Nowak	Teacher
Iralene	Watkins	Paraprofessional

SIP LAST YEAR

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

The leadership committee of Richard L. Sanders School developed processes and procedures for an effective way of work for staff. We built classroom hierarchies, in-class behavior management systems, and a school wide Pro Active plan. This resulted in a significant decrease in behavior calls and out of school suspensions. The Achieve 3000 reading program resulted in positive gains, even though we didn't get access until November.

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

The School Improvement Funds were used for supplies needed for Parent Involvement during our winter celebration and spring carnival.

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

The SAC committee meets monthly beginning in September and ending in May. The SAC committee reviews the SIP, offers recommendations, and assists in the implementation of the SIP. Additionally, SAC assists in problem-solving strategies as issues arise throughout the school year.

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

The SAC committee will meet monthly during the school year. The primary focus is to review and assist in the implementation of the SIP, approve allocation of funds, and assist in problem-solving strategies.

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.

The SIP funds will be used for Parental Involvement activities and needs.

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 Jacqueline	Last Name Douglas	Email Address douglasja@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 7	# of Years at Current School 3
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name Smith	Last Name Janine	Email Address smithj@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 8
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

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)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree <input style="width: 95%;" 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 <input style="width: 95%;" type="text"/>	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: 43

% receiving effective rating or higher: 100%

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

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100%

% ESOL endorsed: 28%

% reading endorsed: 30%

% with advanced degrees: 58%

% National Board Certified: 5%

% first-year teachers: 2%

% with 1-5 years of experience: 33%

% with 6-14 years of experience: 30%

% with 15 or more years of experience: 35%

PARAPROFESSIONALS

of paraprofessionals: 3

% 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.

Our administrators coordinate their efforts with the HR Department of Pinellas County Schools to hire quality and highly effective teachers. After teachers are hired, they are assigned a mentor for the school year for support and direction.

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

Positive and collaborative working relationships occur at Richard L. Sanders through bi-weekly PLC meetings and CST meetings. The CST meetings include Social Workers, School Psychologist, and Behavior Specialists as well as teachers. Additionally, the mentor/mentee designee is available daily for ongoing support and assistance.

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

We offer a mentor/mentee program for all new hires as well as for staff in need of support. The lead mentor has been trained by PCS and coordinates new hires to assist with the following: Behavior Management, Teaching and Learning strategies, Processes and Procedures, and Grading practices. Our mentor is available throughout the day to assist new hires based on their needs.

PART I **CURRENT SCHOOL STATUS**

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

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.

The data-based problem solving processes for the implementation and monitoring of the SIP and MTSS structures include problem-solving, problem analysis, intervention design, and response to intervention. We utilize this same process for behavior modification as well. The MTSS team meets monthly to review academic and behavior data and discuss the structures in place as well as recommendations for possible changes.

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
Jacqueline	Douglas	Principal
Theresa	Nowak	Literacy Coach
Pamela	Bostwick	Behavior Specialist
Denise	Nye	Technology Coordinator
Andrew	MacGregor	Teacher
Adam	Bradley	Teacher
Colleen	Howard-Wahls	Behavior Specialist
Tamara	Beard	Social Worker

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

The MTSS team meets monthly to review school-wide data for academic growth and behavior management. The team reviews classroom data and individual data before recommending interventions.

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).

The data sources used to access and analyze the effectiveness of core, supplemental, and intensive supports in content areas include Fluency Probes, Achieve 3000 data, EOC data and teacher input. Behavior data includes attendance data, referral data, suspension data, arrests (in-school and community), and daily behavior point sheets.

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

The problem-solving process is identified and explained to all staff. The process by which interventions are recommended are explained and teachers are given the opportunity for input. Parents are also encouraged to participate by phone conference or in person.

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.

Richard L. Sanders ensures its core instructional programs and materials are aligned to the Florida standards by utilizing the curriculum for all grade levels that are supported and recommended by Pinellas County Schools. Because this is a center setting, we maintain a 3:1 ratio, but we often provide 1:1 support as needed or when identified on a student's IEP. We provide small classes to ensure learning and appropriate supports. All classes have an associate to work with students. We also provide social services (Social Workers and Psychologists), counseling, Behavior Support Team and we maintain an FBA for every student. We monitor the fidelity of our core instructional programs through administrative observation, literacy specialist support, and by analyzing the data of technology use and behavior.

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.

This is our 2nd year using Achieve 3000 for secondary reading. This program is designed to assess our students and place them in their appropriate reading levels. Additionally, the Literacy Coach works closely with all teachers to model teaching, review data, provide guidance when needed and to assist teachers with developing differentiated instruction to meet student needs. Academic data is reviewed on a regular basis to ensure correct placement of a child and the pace/rate of improvement. The Administration provides walk-through data to staff for ongoing review and improvement. Pacing guides are utilized in every classroom to monitor and guide teachers

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

Each classroom reviews the School-wide Expectations, The Pro Active Behavior Plan, Class Hierarchy for classroom behavior management, and District Expectations for all students. School-wide and classroom rules are reviewed on a regular basis and students are positively reinforced for following them.

Minutes added to the school year: _____

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

The purpose of this strategy is to ensure that students understand the appropriate and expected behavior for learning. The Pro Active Behavior Plan, aligned to Pinellas County School's Student Code of Conduct, reinforces our school's commitment to maintaining an environment that is devoted to the care, welfare, safety and security of all its students. School-wide and classroom expectations identify the behaviors and language appropriate for learning.

Provide a description of the strategy below.

This strategy includes the identification of the in-class behavior plan, class hierarchy for behavior management, the Pro Active plan for in-school processes, and PBS for rewards and acknowledgments. Also discussed are processes for referrals and disciplinary actions. Not all behavior calls result in discipline - many are for additional support from social workers and the school psychologist.

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

Data is first collected by the classroom teacher for the number and frequency of negative behaviors and is noted on the daily behavior point sheets. Additionally, referral data is collected and documented by the behavior specialists. Parent conferences, FBA reviews and individual behavior plans may be necessary for some students.

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

Implementation of this strategy begins with the classroom teacher and is reviewed/monitored by the Behavior Support Team. Discussions occur during CST meetings and MTSS/RtI meetings. Ultimately, the Principal and Assistant Principal address specific issues.

INSTRUCTIONAL STRATEGY #2

Strategy Type

The staff of Richard L. Sanders School will enhance the education of all students by building a stronger home to school connection and by providing a supportive learning community

Minutes added to the school year: _____

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

The purpose of this strategy is to provide an environment where parents feel welcomed on our campus and are encouraged to support their children with their academics. We want our parents to feel free to visit our school and attend different activities. Additionally, the Extended Learning Program will increase in size to assist all students willing to attend.

Provide a description of the strategy below.

Parents will receive frequent telephone communications from our Principal keeping them up to date on the activities and events of the school. Teachers will be required to make home contacts for positive reinforcements. The Extended Learning Program will be offered to parents/students during meetings and phone conversations to assist with academic learning.

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

Phone data will be collected by the teachers and noted in the students' case manager book. For students attending ELP, attendance will be documented and academic results will be reviewed by the teacher and the MTSS/RtI team.

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

Implementation of this strategy begins with the classroom teachers and is monitored by our administration. ELP data will be monitored closely and reviewed with teachers, parents, and the MTSS/RtI team.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Increase/improve student attendance in elementary, middle, and high school grades.

Minutes added to the school year: _____

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

The purpose of this strategy is to maintain/improve attendance so that students can learn and meet their credit obligations.

Provide a description of the strategy below.

As a part of our processes and procedures, teachers are expected to contact families when students are absent after the 2nd day. After the 3rd day, social workers will intervene with phone contacts, home visits, and truancy interventions.

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

Attendance data is collected for each class and reported into portal. Social workers will report out during CST meetings and during MTSS/Rtl meetings. Team members will have opportunities to share what they know about the students so that other resources can be provided if needed.

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

Implementation of this process begins with the teacher and moves to the Social Worker. All information is reported to our administration.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Increase the amount of time students spend reading across all content areas.

Minutes added to the school year: _____

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

Since it is essential that students increase their ability, desire, and stamina for reading, it is necessary for all staff to engage students in their content with a focus to time on task, strengthen core instruction and differentiated instructional support, and increase reading/literacy across all content areas.

Provide a description of the strategy below.

Academic strategies and graphic organizers will be outlined during preschool activities; however, Achieve 3000, the reading program being used by secondary students, will be available for all staff to access to provide supplemental materials for their students.

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

Data for on-task behavior and grades is collected by the classroom teacher and discussed at PLC meetings. The Achieve 3000 program, Jan Richardson's Guided Reading Routine, provides additional information (time on task, number of times a student signs in, etc.) to allow for more productive student conferences.

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

Classroom teachers are responsible for monitoring the implementation of this strategy. Information gathered will be shared at PLC meetings, Literacy meeting and MTSS/Rtl meetings. Supports will be available to assist teachers if needed.

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.

Students entering Richard L. Sanders begin with a parent meeting and a tour of the school. During the tour, teachers are met, if applicable, and a question/answer time is afforded to parents and students to ensure a smooth transition. Students who leave Sanders through the reintegration process meet with the VE specialist and tour their newly zoned school. Students who remain at Sanders and transition from the 5th to 6th grade and 8th to 9th grade are given opportunities to meet their new staff and the behavior support team.

COLLEGE AND CAREER READINESS

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

Students attending Richard L. Sanders School are placed in appropriate classes based on their academic performance and needs. Students moving forward with their academic career meet with the VE specialist for individual guidance and support in completing the necessary paperwork for college and career training.

Describe how the school integrates vocational and technical education programs.

Due to the size of our school, only a limited number of vocational courses are available. However, all classes required for graduation are available. Additional resources include Grad Point, Pinellas Virtual School, and Florida Virtual School to provide students with desired classes.

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.

Strategies for improving student readiness for postsecondary levels include a strong emphasis on reading and math, instruction in social-emotional skill sets for appropriate behaviors, and added supports for processes and procedures aligned with college and career readiness.

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
Theresa	Nowak	Literacy Coach	nowakt@pcsb.org
Rongette	Levy	HS/MS Reading Teacher	Levyr@pcsb.org
Lisa	Hartley	HS Reading Teacher	Hartleyli@pcsb.org
Sue	Miller	HS LA Teacher	Millers@pcsb.org
Jennifer	Stevenson	Elem. Reading Teacher	Stevensonj@pcsb.org
Kasey	Brewer	Elem. Reading Teacher	Brewerk@pcsb.org
Andrew	MacGregor	MS Reading Teacher	Macgregora@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.

The LLT meets monthly and welcomes all staff. During the meetings we discuss the promotion of literacy in all content areas, Achieve 3000 issues/concerns, elementary concerns with literacy, and data. As a team, we discuss specific sets of students with struggles and offer suggestions for support. The Literacy Team Leader coordinates with teachers to meet regarding specific data, students, concerns, etc.

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

We received Achieve 3000 last year in November. Our major initiative this year is to begin the school year with Achieve 3000 for all secondary students. Although the program is not brand new to our teachers, this is the year to dig deeper into the data it produces and incorporate strategies for learning.

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 (%)
3.45	6.06	15

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3.45	4.55	8

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46	100	100

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46	72	90

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32		

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

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

Students Scoring Proficient in Reading

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

Students Scoring Proficient in Writing

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

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	5	100	100
Black/African American	16	100	100
Hispanic	1	0	100
Asian	0	0	0
American Indian	0	0	0
English Language Learners (ELLs)	0	0	0
Students with Disabilities (SWDs)	100	100	100
Economically Disadvantaged	100	100	100

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 (%)
0	0	0

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.

Our goal is to increase the number of students meeting proficiency in reading based on the state proficiency rates by a minimum of 20%. We will accomplish this by utilizing the Achieve 3000 Reading Program for all secondary students and the Journey's Reading Program, Jan Richardson's Guided Reading Routine, and Istation in all elementary classes. Secondary teachers will work closely with the Literacy Coach to plan and organize reading passages that are connected to other content areas. Data chats will occur with information presented to the RtI team, Leadership, and Administration. Data chats also occur with students to provide them their specific data. Teachers collaborate with one another and the literacy coach for lesson planning and address areas of need.

Provide possible data sources to measure your reading goal.

Data sources include achievement data from web-based programs for Achieve 3000 and Istation classes, fluency probes, SRI assessment data, state assessments, and district-provided assessments.

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
Promote a classroom environment that supports high student achievement, rigor, and student engagement.	1. Establish and teach classroom expectations and classroom hierarchy for behavior management. 2. Monitor attendance through the processes and procedures established school-wide
Action 2	Plan to Implement Action 2
Utilize the Achieve 3000 Reading Program for secondary and Journey's, Guided Reading, and Istation programs in elementary	1. Purchase the rights to Achieve 3000 through Title I funds. 2. Provide classroom computers, ipads, or computer labs for instruction.
Action 3	Plan to Implement Action 3
Utilize the Literacy Coach in all ELA classes for support	1. Initiate a schedule for Literacy Coach to meet with all ELA teachers for added support.
Action 4	Plan to Implement Action 4
Staff to attend Professional Development Trainings offered by the district	1. Support and encourage staff to attend trainings sponsored by the district.

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 (%)
3		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	100	100

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.

Our goal is to increase the number of students meeting proficiency in writing based on the state proficiency rates by a minimum of 20%. We will accomplish this through integrating reading and writing daily, explicit instruction on the writing process, modeled writing, and using common short and extended writing rubrics.

Provide possible data sources to measure your writing goal.

Data sources include writing samples and the electronic composition portfolio for collecting and assessing writing, reviewing student data, rubrics, and guided instruction.

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
Promote a classroom environment that supports high student achievement, rigor, and student engagement	Teachers will set expectations in the classroom and include a behavior hierarchy. 2. Teachers will follow the process and procedures established by our school for attendance.
Action 2	Plan to Implement Action 2
ELA teachers will follow a common pacing guide calendar for focus as directed by the district	Provide teachers access to the pacing guide calendar.
Action 3	Plan to Implement Action 3
ELA teachers to attend training for Core Connections to analyze student work	Provide a calendar of dates and times for trainings offered by Secondary Reading.
Action 4	Plan to Implement Action 4
Utilize the Literacy Coach for support implementing the instructional shifts required by Florida Standards.	The Literacy Coach to utilize a schedule for teachers to discuss strategies and student performance.

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 (%)
0	0	0

Students Scoring at or Above Achievement Level 4

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

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 (%)
67	28	50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	72	90

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 (%)
36	26	50

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36	26	50

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	6	100	100
Black/African American	11	100	100
Hispanic	0	0	0
Asian	0	0	0
American Indian	0	0	0
English Language Learners (ELLs)	0	0	0
Students with Disabilities (SWDs)	100	100	100
Economically Disadvantaged	100	100	100

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75	100	100

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	0	75

LEARNING GAINS - High School Mathematics

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	40	75

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	25		
Black/African American	50		
Hispanic	25		
Asian	0		
American Indian	0		
English Language Learners (ELLs)	0		
Students with Disabilities (SWDs)	100		
Economically Disadvantaged	100		

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 (%)
0	0	0

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

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

Middle School Performance on High School EOC

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

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	10

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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.

It is our goal to increase the number of students meeting proficiency in mathematics based on the state proficiency rates by a minimum of 10%. We plan to accomplish this through providing clear learning goals, explicit instruction, small group instruction, peer-peer work and technology. We will follow a common pacing calendar for focusing on the same MAFS and we will implement formative assessments that are aligned to the MAFS and include tasks designed for the Florida Standards Assessment for test item specification.

Provide possible data sources to measure your mathematics goal.

Possible data sources include teacher-made assessments, pre-test and post-test data, and technology initiated assessments. Other assessments include ST Math and Think Central Dashboard.

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
Teachers will promote a classroom environment that supports high student achievement, rigor, and student engagement.	1. Teachers will set clear expectations for learning and enforce a classroom hierarchy for behavior management. 2. Teachers will follow the processes and procedures for attendance.
Action 2	Plan to Implement Action 2
Math teachers will attend Professional Development trainings offered by the district	Teachers will be given access to dates and times of all trainings as they come available.
Action 3	Plan to Implement Action 3
Teachers will continue their planning using the Curriculum Guide and Content Guide provided by the district	Teachers will visit the mathematics site on LMS for upgraded information.
Action 4	Plan to Implement Action 4
Teachers will receive and utilize supports in small groups or one-to-one instruction	Support personnel are assigned to each teacher to support instruction.

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 (%)
0	0	10

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	10

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 (%)
0	33	50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	0	100

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	33	50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66	33	100

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	18.75	50

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	20

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.

It is our goal to increase the number of students meeting proficiency in science based on the state's proficiency rates by a minimum of 20%.

Provide possible data sources to measure your science goal.

Data sources include checks for understanding through formative assessments in each of the 5E instructional phases, student notebooks, and teacher made assessments and/or projects for student understanding.

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
Teachers will create a classroom environment that promotes highest student achievement, rigor, and student engagement.	1. Teachers will set expectations and utilize a behavior hierarchy for classroom management. 2. Teachers will follow the processes and procedures for attendance.
Action 2	Plan to Implement Action 2
Teachers will receive professional development around the Marzano scales, tracking student progress for the learning goals.	Teachers to receive a schedule for professional development from the district to include specific strategies for learning.
Action 3	Plan to Implement Action 3
Teachers will utilize the Literacy Coach for support in utilizing grade-appropriate complex text in science classes	Teachers to meet with the Literacy Coach to schedule opportunities for co-teaching, observation, and meeting opportunities.
Action 4	Plan to Implement Action 4
Administrators to visit classrooms and provide feedback to assist in determining the next steps in instruction	Administrators to set a schedule for classroom visits to assist teachers in their planning.

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 (#)
0	0

Participation in STEM-related Experiences Provided for Students

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

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 (%)
0	0	0

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
0	0

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

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

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

2014-15 Status (%)	2015-16 Target (%)
0	0

CTE-STEM Program Concentrators

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

Students Taking CTE-STEM Industry Certification Exams

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

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

2014-15 Status (%)	2015-16 Target (%)
0	0

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.

This program is not offered at our school.

Provide possible data sources to measure your STEM goal.

N/A

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
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 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 (%)
3.9	5.9	10

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 (%)
0	0	0

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
0	0

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
0	0

CTE Program Concentrators

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

CTE Teachers Holding Appropriate Industry Certifications

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

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.

Our school offers a Culinary Arts Class for HS students who have interest in food preparation and hospitality careers. Our goal is to increase participation for those students who have achieved academically and are seeking career training.

Provide possible data sources to measure your CTE goal.

Our data for these classes comes from student product to include participation, food prep and delivery.

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
Teachers will create a learning environment so all students can achieve to their potential	1. Teachers will set expectations for learning. 2. Teachers will follow the processes and procedures for attendance.
Action 2	Plan to Implement Action 2
Teachers will teach safety standards for food preparation	Teachers will follow the district's protocol for safety and food prep.
Action 3	Plan to Implement Action 3
Teachers and students will participate in school functions to demonstrate their craft	A calendar of school events will be given to teachers for planning
Action 4	Plan to Implement Action 4
Teachers will attend professional development training for this class	A schedule of trainings will be given to teachers for planning.

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 (%)
0	0	0

Students Scoring at or Above Achievement Level 4

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

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

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	11	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	20

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.

It is our goal to increase the number of students meeting proficiency in social studies based on the state proficiency rates by a minimum of 20%. Social Studies Teachers will utilize differentiated instruction to students to enhance their success as well as work closely with the literacy coach for supports as students engage in more complex texts.

Provide possible data sources to measure your social studies goal.

Data sources include DBQ projects, formative assessments, common assessments, and monitoring assessments provided by the district,

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
Teachers will establish a classroom environment that support highest student achievement, rigor, and student engagement.	1. Teachers establish expectations and include a behavior hierarchy for classroom behavior management.
Action 2	Plan to Implement Action 2
Teachers will receive professional development around tracking student data based on the instructional needs of students identified through learning goals, scales, and progress monitoring	Teachers to receive a schedule of professional development opportunities provided by the district.
Action 3	Plan to Implement Action 3
Teachers will continue to include literacy into the curriculum through the DBQ project materials.	Teachers to have access to the DBQ materials and have training opportunities if necessary.
Action 4	Plan to Implement Action 4
Teachers meet in monthly PLC's to review student data and plan action steps for remediation.	A calendar for monthly meetings is set and set to teachers via technology.

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		0	100
Grade 1	100	0	100
Grade 2	100	0	100
Grade 3	88	0	100
Grade 4	77	0	100
Grade 5	88	0	100
Grade 6	100	0	100
Grade 7	100	0	100
Grade 8	100	0	100
Grade 9	100	0	100
Grade 10	100	7.1	100
Grade 11	88	0	100
Grade 12	100	0	100

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 (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		100	75
Grade 1	100	100	75
Grade 2	100	66.7	49
Grade 3	50	57.1	43
Grade 4	76	66.7	49
Grade 5	88	75	57
Grade 6	88	88.9	66
Grade 7	86	100	75
Grade 8	100	92.9	69
Grade 9	100	80	60
Grade 10	100	85.7	64
Grade 11	50	83.3	62
Grade 12	100	100	75

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		100	75
Grade 1	100	100	75
Grade 2	100	66.7	50
Grade 3	63	100	75
Grade 4	100	66.7	50
Grade 5	100	100	75
Grade 6	89	100	75
Grade 7	100	83.3	63
Grade 8	100	100	75
Grade 9	91	93.3	70
Grade 10	100	92.9	69
Grade 11	83	83.3	63
Grade 12	100	100	75

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		50	25

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	100	100	50
Grade 2	100	33	25
Grade 3	63	57	43
Grade 4	100	80	60
Grade 5	100	86	65
Grade 6	89	100	75
Grade 7	100	83	63
Grade 8	100	92	69
Grade 9	91	64	48
Grade 10	100	79	60
Grade 11	75	67	51
Grade 12	0	100	75

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	50	25
Grade 1	0	100	50
Grade 2	0	0	0
Grade 3	0	14.3	10
Grade 4	0	66.7	50
Grade 5	0	62.5	47
Grade 6	0	22.2	16
Grade 7	0	0	0
Grade 8	0	7.1	5
Grade 9	0	6.7	4
Grade 10	0	7.1	5
Grade 11	0	0	0
Grade 12	0	0	0

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	100
Grade 1	0	0	100
Grade 2	0	0	100
Grade 3	0	0	100

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	0	0	100
Grade 5	0	12.5	100
Grade 6	0	0	100
Grade 7	0	0	100
Grade 8	0	0	100
Grade 9	0	0	100
Grade 10	0	0	100
Grade 11	0	0	100
Grade 12	0	0	100

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		50	40
Grade 1	1	100	50
Grade 2	1	0	100
Grade 3	3	71.4	65
Grade 4	9	66.7	59
Grade 5	6	62.5	51
Grade 6	7	100	50
Grade 7	10	50	25
Grade 8	12	78.6	67
Grade 9	13	73.3	62
Grade 10	14	85.7	70
Grade 11	5	66.7	59
Grade 12	0	100	50

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	50	10
Grade 1	1	0	100
Grade 2	0	0	100
Grade 3	1	14.3	3
Grade 4	4	50	10
Grade 5	5	50	10
Grade 6	2	55.6	45

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	6	0	100
Grade 8	6	14.3	4
Grade 9	2	33.3	31
Grade 10	3	0	100
Grade 11	3	16.7	6
Grade 12	0	0	100

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	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

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	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

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	0	14.3	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	1	11.1	0
Grade 7	1	16.7	0
Grade 8	4	21.4	0
Grade 9	0	6.7	0
Grade 10	0	14.3	0
Grade 11	0	22.2	0
Grade 12	0	0	0

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	0	0	100
Grade 1	0	0	100
Grade 2	0	0	100
Grade 3	63	0	100
Grade 4	66	0	100
Grade 5	100	4	100
Grade 6	56	78	50
Grade 7	77	50	25
Grade 8	100	38.4	25
Grade 9	71	50	25
Grade 10	82	46	35

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 11	75	50	25
Grade 12	100	0	100

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	100
Grade 1	0	0	100
Grade 2	100	0	100
Grade 3	0	0	100
Grade 4	31	0	100
Grade 5	100	4	100
Grade 6	44	78	50
Grade 7	50	50	25
Grade 8	100	38	25
Grade 9	71	50	25
Grade 10	53	46	26
Grade 11	75	50	25
Grade 12	0	0	0

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 (%)
92	50	25

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1	100	100	85
Grade 2	100	100	85
Grade 3	100	100	85
Grade 4	100	100	85
Grade 5	100	100	85
Grade 6	100	100	85
Grade 7	100	100	85

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 8	100	100	85
Grade 9	100	100	85
Grade 10	100	100	85
Grade 11	100	100	85
Grade 12	100	100	85

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 students enrolled at Richard L. Sanders are identified as Emotional/Behavior Disorder and have an Individualized Education Plan. Attendance is a major concern for our school. We have implemented a process and procedure manual for our teachers that details specific actions for teachers and social workers. This will be supervised by our Administration. A second area of improvement is the ELP program that is offered after school. The Leadership team is working on incentives to assist parents in promoting remediation skills.

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 (%)
7	0	0

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 (%)
0	0	0

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 (%)
100	100	100

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 (%)
0	0	0

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 (%)
0	0	0

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section I****Area 9: Black Student Achievement**

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

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Our goal is to improve attendance by following the processes and procedures outlined by our school and implementing Social Worker intervention. Our processes and procedures include calling home after the 2nd absence and then reporting information to the Social Worker for added support. Added support may involve transportation or families may need referrals for outside support due to personal circumstances. Since the problems can be endless, the resources can be as well. But we must know what's happening to help fix it. We are also implementing a stronger Multicultural Club, 5000 Role Models and Girlfriends to encourage better attendance and staff relationships. We will know that our efforts are beneficial by an increase in attendance and improved relationships as evidenced by attendance and behavior data in focus.	100	64.8	34
Our goal is to decrease the number of referrals written for non-violent infractions by developing stronger student-teacher relationships. We begin this process by providing a caring environment in which to learn and setting high expectations. Verbal praise and in-class rewards for meeting the expectations are a part of the classroom protocols. Other avenues include 5000 Role Models, Multicultural Club, and Girlfriends. Effectiveness will be observed through less referral data, more engagement in classes, and a deeper participation in the activities.	100	68.7	36

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).

The number of parental involvement grew with each function during 2014/2015 school year. We provide celebrations for students and parents after each grading period, invitations to IEP and FBA meetings to include phone meetings, a Winter Festival, and an end of the year reading and carnival function. Attendance grew with each event.

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.

It is our policy to keep families involved with their children's academic and behavior growth. This is accomplished through positive phone calls and conferences. We also make every attempt to include parents in their child's IEP and FBA meeting. We accommodate parents to the best of our ability. Also, frequent communication occurs through PCSB messenger by our Principal to keep parents informed of the functions of our school.

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.

Richard L. Sanders is involved with the Pinellas County Rotary Club. This organization sponsors our students through "Student of the Month" activities. We have also developed relationships with Publix and other local vendors to assist in sponsoring special events at our school.

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 (%)

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	
Related Goal(s)	Professional Learning Community for ELA, Math, Science, and Social Studies following the Marzano framework
Topic, Focus, and Content	all content areas
Facilitator or Leader	Team Leader
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	secondary PLC and elementary PLC
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	once a month
Strategies for Follow-Up and Monitoring	walk-through data, minutes, opportunities for clarification, collaborative efforts from team members
Person Responsible for Monitoring	Team Leader and Administration
Professional Development Identified	
Related Goal(s)	Academic content
Topic, Focus, and Content	specific to individual content
Facilitator or Leader	PCS
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	school wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Professional Development Day and/or schedule from content specialists

Strategies for Follow-Up and Monitoring	on-going
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	CPI training
Topic, Focus, and Content	Behavior Management
Facilitator or Leader	PCS
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Professional Development Day
Strategies for Follow-Up and Monitoring	ongoing
Person Responsible for Monitoring	Administration
Professional Development Identified	
Related Goal(s)	Book Study for strengthening academic focus
Topic, Focus, and Content	Marzano focus on academics
Facilitator or Leader	Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	schoolwide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	not yet determined
Strategies for Follow-Up and Monitoring	not yet determined
Person Responsible for Monitoring	Administration

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.

Our school receives Title I funds and includes the purchase of 125 student licenses for Achieve 3000 Reading Program, funds for classroom libraries, and added technology for our school. There are additional funds allocated for classroom materials, professional development, professional resources, ELP and/or ABS program, and parent involvement activities.

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.

The School Based Leadership Team meets monthly to discuss the concerns of the school and reviews MTSS/Rtl recommendations for academic issues. During these meetings determination is made regarding classroom technology, classroom resources, and curriculum supplies. This is our second year using the Achieve 3000 Reading Program for secondary students, a cost that is covered by Title I funding.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	Classroom Instructional Materials
Actions/Plans	update classroom materials
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	evidence based
Description of Resources	text-books
Funding Source	Title I
Amount Needed	\$6,739.00
Budget Item Description	
Related Goal(s)	Books for student use
Actions/Plans	update classroom libraries
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	materials
Description of Resources	update class libraries
Funding Source	Title I
Amount Needed	\$4,739.00
Budget Item Description	
Related Goal(s)	computers
Actions/Plans	add to/replace school technology
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	technology

Description of Resources	ipads for elementary
Funding Source	Title I
Amount Needed	\$10,000.00
Budget Item Description	
Related Goal(s)	Achieve 3000 Reading Program
Actions/Plans	Secondary Reading
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	evidence based program
Description of Resources	secondary reading program
Funding Source	Title I
Amount Needed	\$10,785.00
Budget Item Description	
Related Goal(s)	Professional books
Actions/Plans	book study
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	evidence based
Description of Resources	materials needed for book study
Funding Source	Title I
Amount Needed	\$500.00
Budget Item Description	
Related Goal(s)	Parental Involvement
Actions/Plans	engage parents in school activities
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	evidence based
Description of Resources	food, planners, book materials
Funding Source	Title I
Amount Needed	\$3,350.00

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?	
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.	

8-Step Planning and Problem-Solving Process

