Pinellas County Schools

James B. Sanderlin Pk 8

2019-20 School Improvement Plan

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James B. Sanderlin Pk 8

2350 22ND AVE S, St Petersburg, FL 33712

http://www.sanderlinib.com/

Demographics

Principal: Denise Miller

Start Date for this Principal: 1/7/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	N/A

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

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success!

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title
Armstrong, Carrie	Principal
Principal	
Becker, Megan	Assistant Principal
Assistant Principal	
Cagle, Lilia	Teacher, K-12
Teacher, K-12	
Robinson, Kristen	Teacher, K-12
Teacher, K-12	
Greth, Amy	Teacher, K-12
Teacher, K-12	
Caldwell, Katherina	Teacher, K-12
Teacher, K-12	
Dahl, Luci	Teacher, K-12
Teacher, K-12	
Muto, Laura	Teacher, K-12
Teacher, K-12	
Niola, Nicola	Teacher, K-12
Teacher, K-12	
Reeves, Kim	Teacher, K-12
Teacher, K-12	
Zielske, Kim	Teacher, K-12
Teacher, K-12	
Hardy, Brittany	Guidance Counselor
Guidance Counselor	
Salyers, Jeremy	Guidance Counselor
Guidance Counselor	
Herman, Kristen	Instructional Coach
Instructional Coach	
Gilson, Katherine	Instructional Coach
Instructional Coach	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	54	54	54	66	66	66	66	66	0	0	0	0	564
Attendance below 90 percent	0	2	1	2	1	3	0	3	3	0	0	0	0	15
One or more suspensions	0	0	0	0	5	2	1	2	1	0	0	0	0	11
Course failure in ELA or Math	0	7	4	1	8	3	10	4	1	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Tuesday 6/25/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	70%	61%	73%	65%	60%
ELA Learning Gains	57%	63%	59%	56%	59%	57%
ELA Lowest 25th Percentile	64%	56%	54%	53%	55%	52%
Math Achievement	74%	72%	62%	71%	69%	61%
Math Learning Gains	66%	63%	59%	57%	64%	58%
Math Lowest 25th Percentile	70%	54%	52%	49%	59%	52%
Science Achievement	66%	64%	56%	70%	62%	57%
Social Studies Achievement	91%	81%	78%	94%	82%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	72 (0)	54 (0)	54 (0)	54 (0)	66 (0)	66 (0)	66 (0)	66 (0)	66 (0)	564 (0)
Attendance below 90 percent	0 ()	2 ()	1 ()	2 ()	1 ()	3 ()	0 ()	3 ()	3 ()	15 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	5 (0)	2 (0)	1 (0)	2 (0)	1 (0)	11 (0)
Course failure in ELA or Math	0 ()	7 (0)	4 (0)	1 (0)	8 (0)	3 (0)	10 (0)	4 (0)	1 (0)	38 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	78%	56%	22%	58%	20%
	2018	53%	53%	0%	57%	-4%
Same Grade Comparison		25%				
Cohort Comparison						
04	2019	53%	56%	-3%	58%	-5%
	2018	66%	51%	15%	56%	10%
Same Grade Comparison		-13%				
Cohort Comparison		0%				
05	2019	55%	54%	1%	56%	-1%
	2018	65%	50%	15%	55%	10%
Same Grade Comparison		-10%				
Cohort Comparison		-11%				
06	2019	78%	51%	27%	54%	24%
	2018	88%	49%	39%	52%	36%
Same Grade Comparison		-10%				
Cohort Comparison		13%				
07	2019	91%	51%	40%	52%	39%
	2018	82%	48%	34%	51%	31%
Same Grade Comparison		9%				
Cohort Comparison		3%				
08	2019	89%	55%	34%	56%	33%
	2018	83%	55%	28%	58%	25%
Same Grade Comparison		6%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	57%	62%	-5%	62%	-5%
	2018	49%	62%	-13%	62%	-13%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	61%	64%	-3%	64%	-3%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		20%				
Cohort Comparison		12%				
05	2019	58%	60%	-2%	60%	-2%
	2018	65%	61%	4%	61%	4%
Same Grade Comparison		-7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		17%				
06	2019	69%	44%	25%	55%	14%
	2018	89%	45%	44%	52%	37%
Same Grade Comparison		-20%				
Cohort Comparison		4%				
07	2019	98%	60%	38%	54%	44%
	2018	94%	59%	35%	54%	40%
Same Grade Comparison		4%				
Cohort Comparison		9%				
08	2019	0%	31%	-31%	46%	-46%
	2018					
Cohort Comparison		-94%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	50%	54%	-4%	53%	-3%
	2018	59%	57%	2%	55%	4%
Same Grade Comparison		-9%				
Cohort Comparison						
08	2019	84%	51%	33%	48%	36%
	2018	81%	53%	28%	50%	31%
Same Grade Comparison		3%				
Cohort Comparison		25%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	91%	68%	23%	71%	20%
2018	94%	66%	28%	71%	23%
Compare		-3%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	92%	55%	37%	61%	31%
2018	86%	57%	29%	62%	24%
Compare		6%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	56%	-56%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	39	47	55	32	42	42	27				
ASN	80	61		85	58						
BLK	50	51	57	54	63	67	50	69	82		
HSP	78	64		81	64		58				
MUL	72	32		68	68		60				
WHT	89	63	79	85	70	84	83	100	89		
FRL	52	52	62	54	57	63	53	78	71		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	24	35	27	23	28	20					
ASN	88	67		88	57						
BLK	53	44	44	52	52	47	38	100	81		
HSP	77	66		72	66		88				
MUL	70	69		65	50						
WHT	86	60	79	83	60	62	84	97	90		
FRL	58	48	45	59	49	40	57	88	91		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	650
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

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

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The lowest performance areas and continued areas of concern are the proficiency levels of our African American and ESE students. Even though we are not below the Federal Index standards, the gap between these subgroups and our White students is still 30% and above.
The contributing factors seem to be a lack of CRT strategies, lack of a consistent PBIS plan and lack of the use of formative assessments and scaffolding to ensure equal access to grade level content for all students.

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

No data areas declined from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gaps we have included performance of AA and ESE students. This is a continuing trend for the school, although the performance in these areas has been trending upward. Please see the comments above for the explanation of this continued gap.

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

Students making Learning Gains in ELA and Math both in overall performance and in L25 increased significantly. Different courses and supports being offered in the middle school led to these gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

ESE student performance and African American student performance are the two biggest areas of concern.

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

1. School wide PBIS implementation
2. School wide AVID implementation
3. CRT PD quarterly and monitored implementation strategies in all classrooms.
4. Voice and Choice and Visual Thinking Routines reflected in all IB planners.
5. PD and use of formative assessments (particularly in Math and Science) to drive instructional plans.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Our current level of performance is 74% of students proficient and 57% making learning gains and 64% of L25 making gains , as evidenced in ELA FSA Data . The problem/gap is occurring because our instruction is not student centered with rigor for ALL students. If student centered instruction with rigor would occur in a way that ALL students could access grade level critical content, the problem would be reduced by 5%.
State the measureable outcome the school plans to achieve	1) The percent of all students achieving ELA proficiency will increase from 74% to 79%, as measured by FSA ELA. 2) The percent of student making learning gain in ELA will increase from 57% to 62%, as measured by FSA ELA. 3) The percent of students in the bottom quartile making learning gains in ELA will increase from 64% to 69%, as measured by FSA ELA.
Person responsible for monitoring outcome	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy	Implement a specific set of evidence based Visual Thinking routines across content areas and grade levels. Embed authentic audience opportunities for “voice and choice” within Reading and Writing through IB PYP Units of Inquiry/ MYP global contexts. Implement focused note taking in grade levels 3-8 through a consistent school wide plan of how that academic language and instruction looks across all grade levels. Implement AVID school wide.
Rationale for Evidence-based Strategy	The rationale for implementing these strategies is that they directly correlate to improved academic achievement in reading.
Action Step	
Description	1.MYP and PYP IB Coordinators will plan weekly with each grade level to develop Visual Thinking routines in the IB planners. 2. MYP and PYP IB Coordinators will plan weekly with each grade level to develop voice and choice in Reading and Writing through the IB planners. 3. The AVID team will coordinate to build a consistent school wide implementation plan for AVID. 4. The AVID team will coordinate to develop a focused note taking school wide implementation plan that is consistent across all grade levels. 5. The IB coordinators, AVID team, SBLT and administration will monitor the progress of these steps through feedback tools in regular walkthroughs and using the walkthrough tool in effective educators.
Person Responsible	Carrie Armstrong (armstrongcar@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 74% overall proficiency, 57% making learning gains and 64% of the bottom quartile making learning gains, as evidenced by the Mathematics FSA . The problem/gap is occurring because proper use and planning around formative assessments are not being fully utilized. If teachers had better PD around the use of formative assessments and a better understanding of how to use their instructional tools to provide remediation on math standards, the problem would be reduced by 5%.
State the measureable outcome the school plans to achieve	The percent of all students achieving mathematics proficiency will increase from 74% to 79%, as measured by Mathematics FSA. The percent of overall students making learning gains will increase from 66% to 71%, as measured by the Mathematics FSA. The percent of the L25 making learning gains will increase from 70% to 75% as measured by the Mathematics FSA.
Person responsible for monitoring outcome	Megan Becker (beckerme@pcsb.org)
Evidence-based Strategy	Conduct classroom formative assessments on a regular schedule and utilize district instructional resources to provide immediate, intensive remediation plans for students who need additional assistance in mastering grade level standards.
Rationale for Evidence-based Strategy	The use of formative assessments accurately in conjunction with district instructional resources directly correlates to an increase in student performance.
Action Step	
Description	1. Provide professional development to staff in district instructional resources. 2. Provide professional development to staff on how to use formative assessments to regularly inform classroom instruction. 3. SBLT meeting schedule on a 3 week rotation to monitor formative assessment and cycle assessment data to make decisions on trends. 4. Administration will use school IB and district provided walkthrough feedback tools to give feedback to staff on their mathematics instruction and to monitor how assessment data is being used to inform instruction. 5. IB coordinators will meet once a week with administration to discuss mathematics instruction and planning.
Person Responsible	Megan Becker (beckerme@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 66% of students are proficient, as evidenced by 5th and 8th grade FSA Science data . The problem/gap is occurring because of lack of authentic learning opportunities for students in the lab setting and the need for a better use of formative assessment tools for guiding remediation in science standards. If proper use of the Science lab and better planning and PD around using formative assessments would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	By the end of the 2019-2020 school year, Sanderlin will see an increase in their Science FSA proficiency by 10%.
Person responsible for monitoring outcome	Laura Muto (mutol@pcsb.org)
Evidence-based Strategy	Providing Science Labs to all students on a regular schedule has shown an increase in student performance levels. In addition, using formative assessment tools in the proper way to facilitate instruction and remediation.
Rationale for Evidence-based Strategy	There is a need to enhance staff capacity to identify district resources aligned to critical content within the Florida Standards and the IB standards.
Action Step	
Description	1. Implement and utilize the Science Lab on a regular basis with a fully implemented schedule and plan. 2. Communicate with the district on when Science units have been adjusted for IB UOI's and better align our formative assessments to our actual instructional timeline. 3. Continue to implement conceptual learning opportunities for students within Science. 4. Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 5. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional staff developer to support next steps.
Person Responsible	Luci Dahl (dahle@pcsb.org)

#4	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance is that 62% of our referrals are for African American Students, as evidenced in School Profiles and FOCUS. The problem/gap is occurring because there is a lack of a comprehensive and consistently taught behavior management plan. If PBIS was fully implemented, the problem would be reduced by 50%.
State the measureable outcome the school plans to achieve	By the end of the 2019-2020 school year, Sanderlin will have a 50% reduction in referrals for African American students. By the end of the 2019-2020 school year, Sanderlin will have a 10% reduction in referrals for all students. By the end of the 2019-2020 school year, Sanderlin will have a functional MTSS team that meets on a monthly basis to review Tier 2 and Tier 3 academic and behavior interventions which will result in at least a 10% increase in overall student achievement.
Person responsible for monitoring outcome	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy	Implement schoolwide PBIS and the Continuous Improvement Model for MTSS processes and procedures.
Rationale for Evidence-based Strategy	The school district is a 100% PBIS district and Sanderlin has not ever implemented this consistent program. The district PBIS and MTSS team will be utilized as the primary resource for implementing this strategy.
Action Step	
Description	1. Create comprehensive PBIS plan with PBIS team. 2. Conduct whole staff PBIS and PBIS rewards training in August. 3. Implement the PBIS plan throughout the year and monitor data in SBLT for evidence of successful implementation. Utilize PLC's and staff training to continue to improve implementation processes and fidelity. 4. Create an MTSS team and comprehensive plan for the team. 5. Meet monthly with MTSS team to review Tier 1, 2 and 3 plans and interventions for students success.
Person Responsible	Carrie Armstrong (armstrongcar@pcsb.org)

#5	
Title	Social Studies
Rationale	Our current level of performance is 91% of our students are proficient in Civics , as evidenced by the Civics EOC scores data. The problem/gap is occurring because there are noticeable gaps in students reading comprehension of content specific texts. If Core Connections Reading and Writing strategies and research based note-taking strategies would occur, the problem would be reduced by 5%.
State the measureable outcome the school plans to achieve	By the end of the 2019-2020 school year, James Sanderlin students proficiency scores on the state Civics exam will increase by 5%.
Person responsible for monitoring outcome	Megan Becker (beckerme@pcsb.org)
Evidence-based Strategy	Utilization of research based strategies (Core Connections Reading and Writing Strategies and Focus Note-taking) to increase reading comprehension of content specific texts will be used in the classroom, daily.
Rationale for Evidence-based Strategy	Implementing evidence-based reading, writing, and note-taking strategies will increase the ability for students to comprehend content specific texts.
Action Step	
Description	1. Teachers will receive professional development on Focused Note-taking Strategies 2. Teachers will implement Core Connections Reading and Writing strategy into daily instruction 3. Staff will implement school-wide Focused Note-Taking strategies 4. Students will track data to identify areas of strength and weakness on content standards 5. Teachers will utilize formative assessment and computer based programming for content standard remediation.
Person Responsible	Megan Becker (beckerme@pcsb.org)

#6	
Title	College and Career Readiness
Rationale	Our current level of performance is 88% of middle school course acceleration points are being awarded, as evidenced by FSA school grades report. The problem/gap is occurring because there are not enough supports in place for students who are participating in multiple rigorous courses. If schoolwide AVID and the AVID elective was implemented, the problem would be reduced by 8% and the gap in minority representation in successfully completing rigorous coursework would be eliminated.
State the measureable outcome the school plans to achieve	The percent of all students participating and earning credit in accelerated coursework will increase from 88% to 95% as evidenced by FSA scores and results. We will close the gap between minority and non-minority students participating and earning credit in accelerated coursework.
Person responsible for monitoring outcome	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy	AVID is a program that helps schools shift to a more equitable, student centered approach that helps close the achievement gap and gives all students the opportunity to be successfully prepared for college, career and life.
Rationale for Evidence-based Strategy	AVID provides scaffolded support that students need to be prepared for college and career readiness. Our district is committed to every school implementing AVID to ensure that our students are college and career ready.
Action Step	
Description	1. Create an AVID team and site plan for 2019-2020 School year implementation. 2. Provide 4 AVID Elective courses to students in the MYP program 3. Provide professional development to staff in school wide AVID strategies 4. Implement school wide Avid strategies. 5. Ensure that at least 25% of staff are training in AVID Path and AVID CRT.
Person Responsible	Amy Greth (gretha@pcsb.org)

#7	
Title	Bridging the Gap
Rationale	Our current level of performance is 53% in ELA and 49% and in Math , as evidenced by FSA evidence Math and ELA. The problem/gap is occurring because our African American students are not engaged in strategies that give them access to grade level rigorous content.
State the measureable outcome the school plans to achieve	If a consistent school wide behavior plan and consistent school wide implementation of culturally relevant teaching and AVID would occur, the problem would be reduced by 10%.
Person responsible for monitoring outcome	Carrie Armstrong (armstrongcar@pcsb.org)
Evidence-based Strategy	Sanderlin will fully implement PBIS, AVID and an Equity Plan to ensure that ALL students have access to engaging, grade level academic content.
Rationale for Evidence-based Strategy	PBIS, AVID and culturally relevant teaching lead to an increase in student performance for all students.
Action Step	
Description	1. Continue to provide quarterly professional development on culturally relevant teaching. 2. Implement PBIS school wide. 3. Implement AVID school wide. 4. Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 5. Providing professional development and planning in PLC's around how student agency is at the forefront of the IB Planners.
Person Responsible	Carrie Armstrong (armstrongcar@pcsb.org)

#8	
Title	Attendance
Rationale	Our current level of performance is an average daily attendance rate of 91% , as evidenced by School Profiles data report on attendance . The problem/ gap is occurring because of various issues such as planned vacations, extended illnesses and lack of family understanding of the important of daily attendance in the primary grades. If better communication with parents and Tier 3 interventions would occur, the problem would be reduced by 5%.
State the measureable outcome the school plans to achieve	By the end of the 2019-2020 school year, the average daily attendance rate at Sanderlin will improve from 91% to 96%.
Person responsible for monitoring outcome	Megan Becker (beckerme@pcsb.org)
Evidence-based Strategy	Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy	An increase in a student's average daily attendance directly correlates to their level of performance.
Action Step	
Description	1. Review and change processes for monthly review of attendance with all staff. 2. Implement an attendance incentive program. 3. Create better SBLT and MTSS processes for analyzing data and implementing Tier 2 and Tier 3 data. 4. Ensure attendance is correctly taken by all teachers on a daily basis. 5. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
Person Responsible	Megan Becker (beckerme@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	Our current level of performance is that less than 50% of our families are attending family and community events, as evidenced by sign in sheets at events. The problem/gap is occurring because the family and community events we are offering are not meeting the needs or wants of the parents. If we surveyed parents needs and wants, the problem would be reduced by 25%.
State the measureable outcome the school plans to achieve	By the end of the 2019-2020 school year, a calendar of parent events will be developed and implemented that better meets the needs of parents based on parent survey data and there will be a 25% increase in parent participation in family and community events.
Person responsible for monitoring outcome	Brenna Arch (archb@pcsb.o)
Evidence-based Strategy	Family and community involvement in student's education is an indicator in the success and positive achievement of the student.
Rationale for Evidence-based Strategy	Family and community participation in student education has been proven to elevate student academic success.
Action Step	
Description	1. Survey parents regarding their needs and wants for helping to support their child's education. 2. Begin a regular information session about IB called "Coffee, Tea and IB." 3. Begin providing quarterly data chats with parents. 4. Provide regular parent academic workshops. 5. Provide more regular communication and information on academic tools parents can use to support their child.
Person Responsible	Brenna Arch (archb@pcsb.o)

#10	
Title	Healthy Schools
Rationale	Our current level of performance is 5 of 6 modules completed , as evidenced in the Healthy Schools Program Framework Module. The problem/gap is occurring because health promotion of the program of the staff is lacking. If the staff were more aware of healthy food choices and exercise would occur, the problem would be reduced by the removal of unhealthy food choices within the school.
State the measureable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules for gold recognition by April 2020 as evidenced by the Alliance for Healthier Generations Healthy Schools Program Framework.
Person responsible for monitoring outcome	Flo Brazukas (brazukasf@pcsb.org)
Evidence-based Strategy	Promoting and implementing the Healthy Schools Program Alliance modules creates a healthier, more productive school and workplace.
Rationale for Evidence-based Strategy	Healthy Schools Alliance Program data and literature and program assessment.
Action Step	
Description	1. Assemble a healthy schools team with a minimum of 4 people including but not limited to classroom teacher, PE coach, Wellness Coordinator, administrator, cafeteria manager, parent and student. 2. Attend district supported professional development. 3. Complete a Healthy Schools Program Assessment, update assessment and apply for healthy schools recognition. 4. Complete the SMART Snacks and School Documentation 5. Develop and implement Healthy School program action plan.
Person Responsible	Flo Brazukas (brazukasf@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part V: Budget

1	**III.A**	**Areas of Focus: Reading**	**$2,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3761 - James B. Sanderlin Pk 8	School Improvement Funds		$2,000.00
			Notes: Funding for TDE's for planning and professional development. Funding for Reading classroom supplies.			
2	**III.A**	**Areas of Focus: Math**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3761 - James B. Sanderlin Pk 8	School Improvement Funds		$2,000.00
			Notes: Funding for TDE's for teacher planning and Professional Development. Funding for supplies to support mathematics instruction.			
3	**III.A**	**Areas of Focus: Science**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3761 - James B. Sanderlin Pk 8	School Improvement Funds		$500.00
			Notes: Formative assessment planning and training.			
4	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3761 - James B. Sanderlin Pk 8	School Improvement Funds		$1,000.00
			Notes: Implementation of PBIS Plan school wide.			
5	**III.A**	**Areas of Focus: Social Studies**				**$0.00**
6	**III.A**	**Areas of Focus: College and Career Readiness**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3761 - James B. Sanderlin Pk 8	School Improvement Funds		$500.00
			Notes: Support of AVID Implementation school wide.			
7	**III.A**	**Areas of Focus: Bridging the Gap**				**$0.00**
8	**III.A**	**Areas of Focus: Attendance**				**$0.00**
9	**III.A**	**Areas of Focus: Family and Community Engagement**				**$0.00**
10	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
					Total:	**$6,000.00**