

Pinellas County Schools

# Sandy Lane Elementary School



2019-20 School Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Sandy Lane Elementary School

1360 SANDY LN, Clearwater, FL 33755

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

## Demographics

**Principal: Kristina Bauman**

Start Date for this Principal: 6/20/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: D
<b>School Grades History</b>	2017-18: D 2016-17: D 2015-16: C 2014-15: F 2013-14: D
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	DMT-CYCLE 1
<b>Year</b>	YEAR 2
<b>Support Tier</b>	TIER 2

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement**

Promoting problem solving, curiosity, and imagination.

**Provide the school's vision statement**

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

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

Theme: Dream it, Believe it, Achieve it

### School Leadership Team

**Membership**

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

Name	Title
Moss, Jeffrey	Principal
Principal	
Athanasulis, Maria	Instructional Coach
Instructional Coach	
Utz, Serena	Instructional Coach
Instructional Coach	
Saad, Merit	Instructional Coach
Instructional Coach	
Rodriguez, Celimar	Instructional Coach
Instructional Coach	
John-Baptiste, Rosie	Instructional Coach
Instructional Coach	
Brown, Kayla	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	44	66	50	66	53	58	0	0	0	0	0	0	0	337
Attendance below 90 percent	0	16	11	25	14	15	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	18	24	0	0	0	0	0	0	0	47

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

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

**The number of students identified as retainees:**

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

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

20

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

Tuesday 8/13/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	42	36	33	35	24	0	0	0	0	0	0	0	199
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	2	12	9	5	7	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	2	29	29	0	0	0	0	0	0	0	60

**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	5	14	23	19	38	31	0	0	0	0	0	0	0	130

**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	29	42	36	33	35	24	0	0	0	0	0	0	0	199
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	2	12	9	5	7	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	2	29	29	0	0	0	0	0	0	0	60

**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	5	14	23	19	38	31	0	0	0	0	0	0	0	130

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	54%	57%	34%	50%	56%
ELA Learning Gains	44%	59%	58%	37%	47%	55%
ELA Lowest 25th Percentile	39%	54%	53%	43%	40%	48%
Math Achievement	46%	61%	63%	41%	61%	62%
Math Learning Gains	45%	61%	62%	39%	56%	59%
Math Lowest 25th Percentile	35%	48%	51%	39%	42%	47%
Science Achievement	27%	53%	53%	33%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	44 (0)	66 (0)	50 (0)	66 (0)	53 (0)	58 (0)	337 (0)
Attendance below 90 percent	0 (29)	16 (42)	11 (36)	25 (33)	14 (35)	15 (24)	81 (199)
One or more suspensions	0 (0)	0 (1)	0 (0)	0 (0)	0 (1)	0 (0)	0 (2)
Course failure in ELA or Math	0 (0)	0 (2)	0 (12)	0 (9)	1 (5)	0 (7)	1 (35)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (2)	18 (29)	24 (29)	47 (60)

**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.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	30%	56%	-26%	58%	-28%
	2018	36%	53%	-17%	57%	-21%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	37%	56%	-19%	58%	-21%
	2018	31%	51%	-20%	56%	-25%
Same Grade Comparison		6%				
Cohort Comparison		1%				
05	2019	22%	54%	-32%	56%	-34%
	2018	26%	50%	-24%	55%	-29%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				

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

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



**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	12	37	38	28	43	38	14				
BLK	20	38	32	37	40	39	21				
HSP	43	67		61	53						
WHT	36	50		59	56		45				
FRL	26	44	40	45	47	41	24				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	12	6		22	29						
BLK	21	30	33	30	34	44	17				
HSP	52	47		54	44						
WHT	53	45		60	42		60				
FRL	34	36	38	40	37	36	32				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO

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

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

English Language Arts was the lowest area of achievement for our school, particularly proficiency and learning gains in 5th grade. More adherence to high-quality, standards-based lessons and learning tasks is needed than what was demonstrated by 5th grade teachers in 2018-19. Students were needed to be held more accountable for engaging in complex texts and identifying evidences for standards-based, higher-order thinking questions.

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

5th grade science proficiency declined significantly from 2018 to 2019. High quality instruction by homeroom teachers was not present in 5th grade throughout the year and instruction needed to be regularly supplemented by academic coaches.

#### **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**

ELA proficiency was approximately only one-half the state average (28% vs. 54%). This is a major area of needed improvement for our school.

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

Math proficiency was an area of relative strength for our school. Math instructional coaching and model lessons were an integral part of any 5th grade success. A switch to team teaching allowed for more focused planning, alignment with standards, and effective instruction in 4th grade. We have adjusted our staffing this year to ensure team-teaching (i.e., departmentalization of math/science and ELA) across 4th and 5th grade.

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

We have a great need for K-2 literacy and math improvements, as well as a pressing school-wide need to improve overall culture / conditions for learning. As such, as we are focusing heavily on Tier-1 PBIS across our school, K-5. We have also added a K-2 Literacy Coach/mentor to our Instructional Leadership Team this year.

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

1. ELA proficiency/learning gains
2. Science proficiency
3. Math proficiency/learning gains
4. Conditions/Culture for Learning - PBIS
5. Parent Involvement/Engagement

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	English Language Arts
<b>Rationale</b>	Our current level of ELA proficiency is 28% in grades 3-5, as evidence by ELA FSA results, with 44% of scholars and 39% in the lowest quartile making learning gains. The problem is occurring because we must provide well aligned, rigorous standards-based instruction and student-centered learning opportunities, daily. If this occurs, we will increase our overall grades 3-5 ELA proficiency to at least 48% by May 2020, with at least 60% of scholars making learning gains, in total and within our lowest quartile.

<b>State the measureable outcome the school plans to achieve</b>	The percent of all scholars achieving ELA proficiency will increase from 28% to 48%, with at least 60% of scholars making learning gains, in total and within our lowest quartile, as measured by FSA in May 2020.
<b>Person responsible for monitoring outcome</b>	Jeffrey Moss (mossj@pcsb.org)
<b>Evidence-based Strategy</b>	We will ensure instructional supports are in place for all scholars during core instruction and independent learning opportunities, including supports for scholars with exceptional needs, English Language supports, as well as extensions/more advanced texts for scholars above the benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.
<b>Rationale for Evidence-based Strategy</b>	Our overall ELA proficiency as measured by FSA can be improved by more effectively teaching and differentiating instructional content to ensure that each student is challenged to develop higher level comprehension skills through reading and grappling with with complex, grade level texts.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Staff will become familiarized with our district's updated ELA modules and Instructional Focus Calendars (IFCs), utilizing the aligned supports for differentiated instruction within core curriculum to meet the needs of all students.</li> <li>2. Continue to focus on student-centered instruction with rigor - matching learning tasks to taxonomy of standards - with special emphasis on language and foundational skills in all grade levels.</li> <li>3. Ensure students are accessing complex grade level texts, answering text-dependent questions, and have daily opportunities to read, write, speak and listen across the ELA curriculum.</li> <li>4. Empower Literacy Coaches to lead instructional planning, model effective practices, and check for fidelity of ELA block plans throughout our school (e.g., delivering critical content and tips on resources to grade-level PLCs, working with administration on developing school embedded PD).</li> <li>5. Utilize the online, differentiated learning tool, iReady, to fidelity, ensuring all scholars participate actively with this program at least 45 minutes per week for ELA.</li> </ol>
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6. Teachers will work alongside our instructional coaches as well as staff developers from "Achievement Network" to provide support for standards-based planning, data analysis, and a focus on the ELA shifts embedded in the Florida Standards. This will also include a specific focus with our K-2 teachers on foundational literacy skills instruction.

**Person  
Responsible**

Serena Utz (utzs@pcsb.org)

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#2	
<b>Title</b>	Math
<b>Rationale</b>	<p>Our current level of performance in math is 46% of scholars in Grades 3-5 were proficient, as evidenced by Math - FSA results, with 45% of scholars overall and 35% in our lowest quartile making learning gains. We expect our performance level to be at least 56% of scholars in Grades 3-5 proficient in Math as measured by the May 2020 FSA, with at least 60% of overall scholars and those in the lowest quartile making learning gains. The problem is occurring because we need to continue to strengthen core math instruction to include daily opportunities for applied, multi-step problem solving, build conceptual and procedural knowledge, and increase computation fluency, particularly in 5th grade. If this would occur, the problem of non-proficient scholars in math would be reduced at least 10 percent (i.e., 54% reduced to no more than 44%).</p>

<b>State the measureable outcome the school plans to achieve</b>	The percent of all scholars in Grades 3-5 achieving math proficiency will increase from 46% to 56%, with at least 60% of overall scholars and those in our lowest quartile making learning gains, as measured by FSA in May 2020.
<b>Person responsible for monitoring outcome</b>	Jeffrey Moss (mossj@pcsb.org)
<b>Evidence-based Strategy</b>	We will ensure rigorous, differentiated student-centered instruction occurs daily through the effective use of Ready Classroom Mathematics, iReady (online) math tools, and daily "number routines."
<b>Rationale for Evidence-based Strategy</b>	When scholars are engaged with inquiry-driven, rigorous math learning opportunities across the curriculum, they will develop deeper understanding of concepts and procedures for precise mathematical mindsets and computation. We must use all tools at our discretion and plan well aligned, rigorous tasks that appropriately expose scholars to all grade-level standards, and at the correct level of taxonomy.

Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will become familiar with our new Ready Classroom Mathematics content and resources, and will utilize our resources to lead inquiry-based, student-centered math instruction.</li> <li>2. We will support our ongoing math instruction through curriculum meetings, data-focused collaborative conversations, providing teachers with feedback, and utilizing model classroom instructional videos to promote teacher professional growth.</li> <li>3. Teachers will work alongside our instructional coaches as well as staff developers from "Achievement Network" to provide support for standards-based planning, data analysis, and a focus on the ELA shifts embedded in the Florida Standards.</li> <li>4. Teachers will structure the flow of our longer, continuous math blocks to plan core instruction, small group work and the use of interventions based on scholars' ongoing areas of strength and need.</li> <li>5. All scholars, K-5, will actively participate in "iReady" for 45 minutes per</li> </ol>

week as an online, differentiated tool to support learning and growth in mathematics throughout the school year.

**Person Responsible** Merit Saad (saadm@pcsb.org)

**#3**

**Title** Science

**Rationale**

Our current level of performance is 27% of 5th Grade scholars were proficient, as evidenced by SSA results. We expect our performance on 5th Grade Science to be 50% of students demonstrating proficiency on the SSA in May 2020. The problem of scholars non-proficient in science is occurring because we need to strengthen our vertical (i.e., Grades 3-5) core science instruction and labs to ensure scholars master 3rd through 5th grade science concepts and vocabulary that are included on the SSA exam. If well-aligned, rigorous standards-based science instruction (i.e., concepts and vocabulary) throughout Grades 3-5 would occur, our percent of proficient scholars in science would increase significantly.

**State the measureable outcome the school plans to achieve**

The percent of 5th Grade scholars achieving science proficiency will increase from 27% to 50%, as measured by SSA results in May 2020.

**Person responsible for monitoring outcome**

Jeffrey Moss (mossj@pcsb.org)

**Evidence-based Strategy**

We will utilize science assessments (K-5) to evaluate students' knowledge of core science vocabulary, context, and concepts in order to plan and provide differentiated, rigorous science instruction for all students.

**Rationale for Evidence-based Strategy**

A data-based approach to assessing scholars' science content and vocabulary knowledge across the K-5 grade-span will allow for teachers to more precisely plan science instruction that ensures higher levels of content mastery by all scholars.

**Action Step**

**Description**

1. Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
2. Analyze student data from each diagnostic / cycle assessment, Grades 1-5, and plan follow-up instruction and adjustments accordingly.
3. Implement opportunities for academic vocabulary gaming in science and closely monitor student results.
4. Implement consistent opportunities for hands-on learning through the Science Lab and various "nature of science" concepts to support all students' growth in science.

**Person Responsible**

Celimar Rodriguez (rodriguezcel@pcsb.org)



<b>#4</b>	
<b>Title</b>	Conditions and Culture for Learning
<b>Rationale</b>	Our conditions and culture for learning will improve if we put in place consistent expectations for each area of our school campus, and we teach/re-teach our scholars those expectations and procedures, while sustaining these effective practices through providing scholars with consistent, positive reinforcement and acknowledge of effort.
<b>State the measureable outcome the school plans to achieve</b>	We will have effective Positive Behavior Intervention and Support (PBIS) systems and procedures in place throughout our school with at least 85% fidelity, as measured by our district's "PBIS Tier-1 Walkthrough" rubric, by February 2020.
<b>Person responsible for monitoring outcome</b>	Jeffrey Moss (mossj@pcsb.org)
<b>Evidence-based Strategy</b>	We are utilizing a comprehensive PBIS, multi-tiered approach to behavior instruction, management, and intervention throughout our school. This approach to PBIS will also be coupled with our social emotional supports for students through various Restorative Practice (ex: class circles, affective listening and questioning of scholars)
<b>Rationale for Evidence-based Strategy</b>	If we successfully implement a comprehensive PBIS approach with consistency this school year, scholars will literally spend more time in class learning and less time being separated from their classroom learning environments. This will lead to higher scholar/teacher morale, as well as increased academic achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administration, Multi-Tiered Systems of Support (MTSS) Coach and Behavior Specialist will develop and roll-out a comprehensive PBIS system of practices for our school during pre-service teacher workdays.</li> <li>2. Posters will be installed throughout all areas of the school that list our "SHARK" expectations for scholars.</li> <li>3. Specific PBIS lessons will be taught and reviewed with all scholars during the first weeks of school.</li> <li>4. Class Dojo will be utilized to award scholars "points" for positive behaviors, and those points can be spent for prizes at our school store.</li> <li>5. Teachers and administration will adhere closely to our multi-tiered, progressive discipline plan to further support our conditions/culture for learning.</li> </ol>
<b>Person Responsible</b>	Kayla Brown (brownkay@pcsb.org)

<b>#5</b>	
<b>Title</b>	Parent/Family Engagement
<b>Rationale</b>	Our school has identified specific strategies to increase parental involvement, based upon a collaborative needs assessment driven by the Title-I needs assessment process. There is strong evidence of key community resources and partnerships with our school. Parents are included as decision makers across a broad spectrum of school/educational decisions. We have identified the need to increase parent/family attendance at parent engagement activities to ensure more positive effects/outcomes from these various events. If we consistently communicate with families about upcoming events, maintain an inviting atmosphere for learning and parents involvement, and stay proactive with our efforts to educate parents/families about how they can best advocate for their child's success, then our participation rate for family engagement events will increase.
<b>State the measureable outcome the school plans to achieve</b>	As a result of our plans for parent engagement and building our "Conservatory for the Arts" magnet program, our parent/family attendance will increase by May 2020, as measured by Title-I, Parent University, and and Performance-based events attendance, as well as at Student-led conferences throughout the year.
<b>Person responsible for monitoring outcome</b>	Jeffrey Moss (mossj@pcsb.org)
<b>Evidence-based Strategy</b>	We will more frequently provide academic tools to families in support of their scholars' achievement in school. As part of this strategy, we are also promoting our arts-based curriculum integration approach and offering families from around the district an opportunity for their scholars to attend Sandy Lane as a Magnet school, with transportation provided by the district.
<b>Rationale for Evidence-based Strategy</b>	When schools, families and the community partner together to provide parents with a greater amount of tools to support scholars' learning inside and outside of school, children are more likely to achieve ongoing, successful outcomes in their education.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide ongoing communications to families through a variety of pathways: Weekly "School Messenger" phone calls/emails; timely messages through student planners; digital marquee messaging outside school; and in-person through before and after hours family engagement events.</li> <li>2. Plan and implement engaging family events, including: Meet the Teacher, Title-I Annual Meeting/Open House, Parent University (parental skill-building / student advocacy topics), Arts-based Scholar Performance events</li> <li>3. Continually promote our "Conservatory for the Arts" Magnet program through "Discovery Nights" and "Magnet Fair" participation, paper-based and online messaging and information (ex: pamphlets, website, Twitter and Facebook information posted, etc.).</li> <li>4. Recruit and retain increased membership on our School Advisory Council (SAC) and hold monthly meetings with administration and our Magnet Coordinator to inform parents and community partners about important initiatives, plans for improvement, and needs of the school, as well as</li> </ol>

provide SAC participants with a direct line of communication with school staff to propose ideas for change and improvement.

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

**#6**

**Title** Healthy Schools

**Rationale**

Our current level of performance is that the Healthy Schools assessment used by Pinellas County Schools to evaluate progress towards criteria of the "Alliance for a Healthier Generation" was not completed in 2018-19. We expect that our progress toward being a "healthy school" for scholars and staff will increase by forming an active Healthy Schools team and conducting this assessment of seven criteria by March 2020.

**State the measureable outcome the school plans to achieve**

By March 2020, we will establish a healthy schools team, complete the healthy schools program requirements, and determine the current level of the health and wellness environment on our school campus.

**Person responsible for monitoring outcome**

Jeffrey Moss (mossj@pcsb.org)

**Evidence-based Strategy**

We will utilize the Healthy Schools assessment established by the "Alliance for a Healthier Generation" to evaluate our current level of health and wellness throughout our school campus.

**Rationale for Evidence-based Strategy**

If we take active steps to form a Healthy Schools team, complete the Alliance for a Healthier Generation assessment, and evaluate our results to action plan for success, we will improve the overall health and welfare of our school staff and our scholars.

**Action Step**

**Description**

1. Form a Healthy Schools team consisting of administration, Wellness Champion (teacher leader), Child Nutrition Manager, School Nurse, and Physical Education staff.
2. Meet as a Healthy Schools team at least four times to review, complete, and analyze the results of the Alliance for a Healthier Generation assessment.
3. Utilize the results of the Alliance for a Healthier Generation assessment to create a targeted action plan for improvement.
4. Communicate with our Faculty, Staff and Stakeholders (ex: School Advisory Committee) about the results of our assessment and action plan for improvement.

**Person Responsible** Jeffrey Moss (mossj@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)**

Focus on "Bridging the Gap" and providing equity and culturally relevant instruction for all scholars at our school:

We will implement culturally relevant teaching practices across all classrooms and setting, including effective

use of the culturally relevant instructional practices; ex: promoting dialogue, utilizing music and movement, and closely monitoring scholar's growth, using diverse cultural references within lesson content, and intentionally supporting vocabulary development and writing across the curriculum.

If teachers more readily infuse culturally relevant practices throughout instruction, closely each monitor scholar's progress, and intentionally promote scholars' participation in extended learning opportunities (ex: after-school tutoring and enrichment) to help meet individual learning needs, then scholar success and proficiency will increase at Sandy Lane Elementary. This increase in performance will cause our achievement gap to significantly lessen.

Action Steps:

1. We will ensure staff have access to real-time data specific to African American students in

order to have effective data chats and targeted support for improved learning.

2. We will implement Restorative Practices throughout the school to continually support scholars' social emotional learning opportunities and build positive affect throughout our school community.

3. We will provide training for all teachers in culturally relevant instructional and disciplinary practices and ensure strong implementation.

4. We will implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

5. We will implement effective intervention strategies based on the close monitoring of scholars with personalized learning plans. For example, utilizing the online tool, "iReady," for supplemental, differentiated English Language Arts and Math learning learning opportunities to boost scholar's learning gains and monitor their ongoing growth.

6. We will ensure African American students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

1. At Sandy Lane, we will create, plan and implement a minimum of eight (8) parent engagement activities to include "Parent University" events (i.e., educating parents to help with their scholar advocacy), Student-led (i.e., parent-teacher) conferences, and other events geared toward our school-wide arts-core curriculum integration (i.e., our magnet theme: "Conservatory for the Arts").

As a result of the planned parent engagement, we will grow our parent attendance by at least 25%

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **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**

An Kindergarten Orientations is held in the spring to inform the parents of upcoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students.

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects

Ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

For our 5th grade students, we will offer visits to middle school for shadow days. We also have a 5th grade assembly to prepare students for the middle school expectations and transition. Additionally, we have scheduled a 5th grade AVID parent night to focus on middle school expectations.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The MTSS team will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising the School Improvement Plan, monitoring "three tiers of systems and supports".

The focus of the MTSS team will follow the following five structures of well-designed MTSS and PLC teams:

1. Assessment
2. Academic
3. Behavior
4. Social-Emotional
5. Intervention

The team meets weekly to:

1. Review various assessment data, universal screening, and attendance to inform instruction and lesson planning
2. Analyze data to identify students meeting/exceeding standards/benchmarks
3. Create interventions for students with need
4. Closely monitor each student, their intervention, and their progress.

We follow a problem solving process:

Define problems of practice; Identify barriers; Develop/implement evidence-based strategies; Evaluate progress toward goals.

Title II funds: used to increase academic achievement through teacher/principal quality, and increasing the number of effective teachers in the classroom.

Title III funds: used to provide educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers (ex: lack of transportation or required immunizations) to a free and appropriate education. SLE has two f/t social workers.

Supplemental Academic Instruction funds coordinate with Title I funds to provide extended learning opportunities for students during the school year and during the summer. SLE offers Promise Time, Saturday School and Extended Learning before school.

**Nutrition Programs**

Title I coordinates with district Food Services to monitor poverty rates at schools and determine Title I eligibility. Sandy Lane Elementary is a 100% CEO school. All students receive free breakfast and lunch.

**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**

Our school implements AVID in grades K-5. AVID supports students to utilize collaborative learning strategies and study skills to be successful during instruction and at home. Teachers intentionally plan AVID strategies per grade level and utilize these strategies on a daily basis. They also utilize AVID culturally responsive strategies to embed student-centered culturally relevant classroom communities.

We partner with the United Way and Big Brother, Big Sister to offer support to ensure our students have the necessary academic, social and behavioral supports.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

n/a

Part V: Budget						
1	III.A	Areas of Focus: English Language Arts				\$174,647.71
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	130-Other Certified Instructional Personnel	3871 - Sandy Lane Elementary School	UniSIG	0.17	\$9,091.50
			<i>Notes: UniSIG Grant Coordinator</i>			



	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$28,000.00
			<i>Notes: ANet Professional Development</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$2,677.50
			<i>Notes: Curriculum and Associates iReady assessment professional development</i>			
	5100	369-Technology-Related Rentals	3871 - Sandy Lane Elementary School	UniSIG		\$11,476.00
			<i>Notes: iReady diagnostic and instruction site licenses</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$17,600.00
			<i>Notes: ANet Standards Boot Camp</i>			
	6400	330-Travel	3871 - Sandy Lane Elementary School	UniSIG		\$4,400.00
			<i>Notes: ANet Boot Camp teacher registrations</i>			
	5100	369-Technology-Related Rentals	3871 - Sandy Lane Elementary School	UniSIG		\$6,000.00
			<i>Notes: MyAnet platform site licenses</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$13,500.00
			<i>Notes: Cambio Group Professional Development</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$17,817.71
			<i>Notes: Center for Transformational Teacher Training (CT3)</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$15,000.00
			<i>Notes: UnBound's Standards Institute Professional Development</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$15,000.00
			<i>Notes: New Leaders (Inspiring Transformational Instructional Leaders) Program</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$9,599.00
			<i>Notes: Harvard School of Education Data Wise</i>			
	6400	310-Professional and Technical Services	3871 - Sandy Lane Elementary School	UniSIG		\$6,000.00
			<i>Notes: American Reading Company Professional Development</i>			
	5100	120-Classroom Teachers	3871 - Sandy Lane Elementary School	UniSIG	0.28	\$18,486.00
			<i>Notes: Intervention Teacher (Reading Recovery)</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Math</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Science</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Conditions and Culture for Learning</b>				<b>\$0.00</b>

<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Parent/Family Engagement</b>	<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$181,830.00</b>