School Improvement Plan
2017-18

James B. Sanderlin PK-8

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Dr. Denise T. Miller	SAC Chair: Trevor Kirkpatrick

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4.6	33.1	9.4	6.9	45.9	0

School Grade	2017: A	2016: A	2015: A	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	76	75	79	83	77	72	85	92	98	96	n/a	n/a
Learning Gains All	62	62	63	64								
Learning Gains L25%	51	47	51	58								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Denise	Miller	FT	11-20 years
Assistant Principal	Sue	Cehi	FT	4-10 years
IB Coordinator – MYP	Sylvia	Keilty	FT	Less than 1 year
IB Coordinator – PYP	Amrita	Mukherjee	FT	4-10 years
Counselor - MYP	Jeremy	Salyers	FT	1-3 years
Counselor – PYP	Brittany	Hardy	FT	Less than 1 year
School Psychologist	Shannon	Myron	PT	4-10 years
Social Worker	Dena	McKenna	PT	Less than 1 year
Total Instructional Staff:	8		Total Support Staff:	0

School Culture for Learning

Connections: **District Strategic Plan** ●**Goals 2, 3**
Marzano Leadership ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Sanderlin has 3 Guidelines for Success posted throughout the school: Be Safe, Be Responsible, Be Respectful. Every elementary classroom uses EVSNU to communicate behavior to families each day. Students are rewarded for behavior in a variety of ways, including Super Star Notes that students bring to an administrator for celebration at the end of each day. Each elementary and middle school classroom has explicit rules, expectations, and procedures that are explicitly taught to students. Common language is used throughout the school in reference to IB behaviors (10 attributes of the IB Learner Profile).

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

All teachers create a classroom management plan that includes rules, expectations, classroom procedures, rewards, and consequences that align with the IB Learner Profile. The assistant principal is provided with a copy of each teacher's plan so that it can be reinforced and reviewed with students if they are sent to the office with a disciplinary referral.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

As we are an authorized International Baccalaureate school offering both the Primary Years and Middle Years Programmes, the philosophy and framework is very strong, which emphasizes all aspects of a global and lifelong learner. Students choose attributes of the IB Learner Profile and work toward earning iTags for each one. To do this, students complete tasks and reflections to help develop these attributes within themselves. Then, they complete a culminating action cycle (Choose - Act - Reflect) to demonstrate their learning.

All staff will be trained in restorative practices and culturally competent teaching practices by a school team trained over the summer and last school year. Trainings will take place throughout the year and will model classroom practice.

Additionally, school counselors address character education through classroom lessons on a quarterly basis. The school also participates in several special events that reinforce character education, such as Bullying Prevention Week, Red Ribbon Week, and Peace Week activities (International Day of Peace in September).

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Sanderlin has a data-based positive behavior system in place. The behavior team works to analyze behavioral data bimonthly based on the school-wide EVSNU system of monitoring behavior. Teachers record when students receive an N or U behavior rating. The team meets to discuss behavioral issues and the school counselor creates small groups to meet the needs of students based on this data.

Tier 2 and Tier 3 behavior interventions are developed based on data and specific behaviors exhibited by students. Plans are individualized to meet the needs of each student at Tier 2 and Tier 3 of the behavioral MTSS process.

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

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

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Our SBLT reviews overall student data from the "big picture" perspective. Data sources include School Profiles Data for attendance, behavior, and all other Early Warning Indicators. Through Core Team, processes are reviewed for effectiveness of school-based supports. With the elementary PLC meetings, specific students are discussed if struggling within the classroom structure, for ideas and suggestions. The middle school staff meets one morning per month to discuss students who have been targeted for academic and/or social-emotional issues.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The IB philosophy and framework is built on international effective practices, especially related to inquiry and conceptual understanding. Our professional development throughout this year is focused on deepening instructional staff's understanding and implementation of units of inquiry, from an international perspective. School leadership (administrators, IB coordinators, and teacher leaders) designs and implements this professional development each Tuesday through our Magnet Essential Agreement to participate in professional development every Tuesday morning from 7:30 to 8:00 and every Tuesday afternoon from 3:00 to 4:30. Time is flexed on other days to meet contractual limitations. Through exit slips, teacher self-evaluation, classroom observations and feedback, and PLC minutes, administrators monitor school initiatives.

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Decrease the percentage of students with excessive referrals from 5% to less than 3%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide training and monitor implementation of culturally competent teaching practices that will engage all students.	Sue Cehi Tonja Riley
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: To decrease the discipline gap between black and non-black students from 32% to less than 20%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide monthly training and monitor implementation of restorative practices.	Sue Cehi Tonja Riley Amanda Byrne Randy Nataraj-Allen Luci Dahl

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

> Our IB units of inquiry and related lesson plans are built on state standards, with a focus on inquiry, conceptual understanding, and student engagement strategies. Our academic data (FSA, MAP) has continued to show a positive trend in results which we attribute to our IB instructional strategies.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

> We are not making the same level of gains in ELA as we have been making in Math. Our SIP ELA Workgroup has been discussing what can we credit for the changes in data in math in monthly meetings. Next year we will be focused on reflecting and evaluating the learning experiences within our units with a focus to create authentic audiences and conventions for writing for a higher level of rigor, transdisciplinary/interdisciplinary nature, and student engagement.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

> As an IB school, we have developed a document that describes our assessment practices from PK to 8th grade, which guides our work on a day to day basis. We periodically reflect on our formative assessment practices as an entire staff, and continuously review these practices within the units of inquiry. Overall, we remain in the beginning stages of goals and scales and will continue that work next year.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

> Our IB way of work includes "approaches to learning" of which we build in our planning an emphasis in teaching students such skills as organization, collaboration, communication & information literacy, self-management and research. As we work together as a PK-8 school, we are able to discuss similarities and differences between levels and how we might do things differently to help scaffold students for future grade levels.
>
> Additionally, monitoring the implementation of programs and strategies supports all students in reaching grade level proficiency. SIP workgroups for ELA, STEM, and Behavior meet monthly and are representative of all instructional areas.

⬡ Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
PLC's collaborate to plan lessons based on standards using an inquiry approach that develops students' conceptual understanding.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Units of inquiry	Amrita Mukherjee, PYP Coord.
PLC Minutes	Sylvia Keilty, MYP Coord.
Marzano's Domain 1, Design Questions 1, 2, 3, and 4	Sue Cehi, AP
Marzano's Domain 2, Design Question 10	Denise Miller, Principal

Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Standards-based learning scales will be used to guide and assess student learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Marzano's Domain 1, Design Questions 2, 3, 4, and 9	Amrita Mukherjee, PYP Coord. Sylvia Keilty, MYP Coord. Sue Cehi, AP Denise Miller, Principal

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Instruction is differentiated to meet the needs of all students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Observations of Culturally Competent Instructional Strategies Observations of and participation in Restorative Practice circles Marzano's Domain 1, Design Questions 2, 3, 4, and 9	Sue Cehi, AP Tonja Riley Randy Nataraj-Allen Amanda Byrne Luci Dahl

Collaboration for Professional Growth

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference underline specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Although as a school the AdvancEd survey reflects positive working relationships among staff, parents rated the following statement lower than most survey questions (80%): All of my child's teachers work as a team to help my child learn. After reflecting upon this result, elementary teachers determined that further collaboration outside the classroom setting is needed. This year, teachers will meet with specialists every six weeks to collaborate and discuss the connection of units, iTag progress*, and specific student issues. At the middle school level, teachers will be utilizing ManageBac; this program assists IB teachers in making connections with each other across disciplines to build conceptual understanding. This will help middle school teachers to work as a team as they plan, making connections to other classes in which students are enrolled.

*iTags are earned by Sanderlin students through deliberate student-driven practice of IB Learner Profile attributes.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

We have a strong process for PLCs to meet regularly and support the writing of IB planners. The elementary schedule combines P.E. with art, music or Spanish three days a week for grade levels to plan. Middle school teachers have one planning period per day. We also use Tuesday afternoon ProEd time to collaborate with professional development, working on planners and/or reviewing student data.

⬡ **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the 2016-17 school, professional development at Sanderlin focused on instructional inquiry in elementary classrooms. Middle school instructional staff members focused on making interdisciplinary connections between subjects to build conceptual understanding. Both of these initiatives will continue into the 2017-18 school year. Additionally, there will be a focus on school culture and student engagement in the school community through culturally responsive teaching and restorative practices.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Inquiry in the PYP	Bi-weekly	Elementary Teachers	Increased rigor in classroom instruction
Interdisciplinary Connections in the MYP	Bi-weekly	Middle School Teachers	Increased conceptual understanding
Culturally Responsive Teaching	Monthly	All Staff	Increased student engagement in school
Restorative Practices	Monthly	All Staff	Increased student engagement in school

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership   ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

The AdvancEd parent survey results showed lower ratings for the following 3 statements:
All of my child's teachers help me to understand my child's progress. (76%)
All of my child's teachers keep me informed regularly of how my child is being graded. (73%)
All of my child's teachers report on my child's progress in easy to understand language. (84%)

These statements are related in communicating with parents regarding student progress. To address these concerns, teachers at Sanderlin will:
• Provide a written grading policy for each of their classes to parents and discuss at open house.
• Conference with parents at least twice per school year to discuss progress.
• Refrain from the use of education industry acronyms when speaking with parents.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Sanderlin's has an active SAC that is representative of the schools population, as well as community members. SAC meets each month and their input is critical to the decision-making process at Sanderlin. Sanderlin encourages all interested parents to attend, not only council members, and encourages their participation and feedback in discussions. One event sponsored by SAC that builds positive relationships with parents is IB Inquiry Night. This evening event gives parents a unique perspective in how inquiry is different from a traditional approach to education as the evening is hosted through and inquiry-based approach that allows them to experience how their children are learning at Sanderlin.

During the school year, teachers are expected to conference with parents at least twice each school year – once in the fall and once in the spring. During conferences, teachers review current student achievement data and assist parents in developing an understanding of what the data means and the implications it has on their child's academic development.

At the end of the school year, students review their portfolio and celebrate their achievements during student-led conferences. On this evening, Sanderlin students in 5th and 8th grades showcase their work in a culminating project (5th Grade Exhibition Projects, 8th Grade Community Projects) to increase and encourage attendance.

PTSA relies heavily on feedback from families and the community to plan events that align with the mission of PTSA as an advocacy organization for children. To this end, PTSA is hosting a Science Night in January. This event will utilize science-based community organizations to create and engage students in science investigations.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐

Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☒

⬡ Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: All families will conference with their child's teacher at least twice during the school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will be flexible in scheduling times to conference with parents and provide alternative methods to conferencing including, but not limited to the following: Parent-friendly conference times to accommodate working families. Phone conferences or home visits when parents are unable to attend conferences at school.	Denise Miller Sue Cehi Amrita Mukherjee Sylvia Keilty
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Sanderlin will utilize community resources to increase student achievement.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Sanderlin will partner with community organizations to meet the needs of students, including but not limited to the following: Edible Peace Patch Project Eckerd College International Student Visits Partnership with Association of Senior Professionals at Eckerd College Partnership with Sanderlin Family Enrichment Center Partnership with R'Club Partnership with Lawyers for Literacy Organization and/or participation in a variety of community service projects/events throughout the school year (beach and park clean-ups, food drives, Circus McGirkus, and other service events students initiate interest in and/or tie to IB Units of Inquiry).	Denise Miller Sue Cehi Amrita Mukherjee Sylvia Keilty
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	**Goal Manager:** Denise Miller, Sue Cehi, Amrita Mukherjee, Sylvia Keilty	
81% of all students will demonstrate proficiency in ELA as measured by a score of level 3 or greater on the 2017 Florida Standards Assessment (FSA).		
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**	
Plan an inquiry approach to teaching ELA within grade levels using a backwards design model based on IB strands and Florida Standards.	Progress on the MAP and district common assessments	
Connect learning scales to align with formative assessments to guide instruction, differentiate, and routinely track student achievement.	Marzano classroom observation data	
Provide students with targeted actionable feedback related to growth toward the standard.	Marzano classroom observation data	

Mathematics Goal	**Goal Manager:** Denise Miller, Sue Cehi, Amrita Mukherjee, Sylvia Keilty	
85% of all students will demonstrate proficiency in math as measured by a score of level 3 or greater on the 2017 Florida Standards Assessment (FSA).		
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**	
Plan an inquiry approach to teaching math within grade levels using a backwards design model based on IB strands and Florida Standards.	Progress on the MAP and district common assessments	

Connect learning scales to align with formative assessments to guide instruction, differentiate, and routinely track student achievement.	Marzano classroom observation data

Science Goal	**Goal Manager:** Denise Miller, Sue Cehi, Amrita Mukherjee, Sylvia Keilty
81% of 5th and 8th grade students will demonstrate proficiency in science as measured by a score of level 3 or greater on the 2017 Next Generation Sunshine State Standards Science Assessment (NGSSS).	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Develop and implement a standards review plan in 5th and 8th grade based on the science diagnostic gap assessment.	District gap assessment
Consistently use the 5E process to engage students in science concepts.	Marzano classroom observation data

🔵 Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.
*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Social Studies	**Goal Manager:** Bill Barlow
90% of 7th grade students will demonstrate proficiency in Civics as measured by a score of level 3 or greater on the 2017 Civics End of Course Exam (EOC).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.	Civics EOC exam results

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Barbara Bosser
Sanderlin will become eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules while working toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

🔵 Academic Achievement Gap / **Required Goals**

Subgroup Goal (Black)	Goal Manager: Denise Miller, Sue Cehi, Amrita Mukherjee, Sylvia Keilty
Decrease the achievement gap between black and non-black students by in ELA from current levels: 3rd grade – 26% 4th grade – 50% 5th grade – 58% 6th grade – 23% There is not a significant achievement gap between black and non-black students in 7th and 8th grade ELA. Decrease the achievement gap between black and non-black students in Math from current levels: 3rd grade – 30% 4th grade – 43% 5th grade – 35% There is not a significant achievement gap between black and non-black students in 6th, 7th and 8th grade Math.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Provide training and monitor implementation of culturally responsive teaching practices that will engage all students, including the 6 M's model – Meaning, Models, Monitoring, Mouth, Movement, and Music.	Student achievement data to include classroom assessments, grades, common assessments, MAP, and FSA results.
Provide training and monitor implementation of restorative practices to engage all students and create a culture of empathy.	Student achievement data to include classroom assessments, grades, common assessments, MAP, and FSA results.

Subgroup Goal (ESE)	Goal Manager: Denise Miller, Sue Cehi, Amrita Mukherjee, Sylvia Keilty

Decrease the achievement gap between students with disabilities and general education students in ELA from current levels:

3rd grade – 47%
4th grade – 35%
5th grade – 69%
6th grade – 28%

There is not an achievement gap between students with disabilities and general education students in 7th and 8th grade ELA.

Decrease the achievement gap between students with disabilities and general education students in Math from current levels:

3rd grade – 30%
4th grade – 20%
5th grade – 68%
6th grade – 54%

There is not an achievement gap between students with disabilities and general education students in 7th and 8th grade ELA.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Provide explicit methods and/or concrete examples to scaffold learning and provide additional repetition that reinforces content.	Student achievement data to include classroom assessments, grades, common assessments, MAP, and FSA results.
Implement specially designed instruction and a continuum of services and supports.	Student achievement data to include classroom assessments, grades, common assessments, MAP, and FSA results.

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 3rd	Grade 4th	Grade 5th	Grade 6th	Grade 7th	Grade 8th	School Totals	
							#	%*
Students scoring at FSA Level 1 (ELA or Math)	7	14	15	0	1	2	39	6%
Students with excessive absences / below 90 %	2	3	1	1	2	4	21	3%
Students with excessive behavior /	3	11	6	0	0	0	29	5%

discipline**								
Students with excessive course failures**	2	9	2	7	17	5	55	9%
Students exhibiting two or more Early Warning indicators	0	3	2	0	1	2	9	1%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.

Decrease the percentage of students with attendance below 90% from 3% to less than 2%.

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child Study Team will meet bi-weekly to discuss student attendance. Interventions will be put into place to assist families. Students not meeting attendance requirements will go before the Magnet Intervention Committee.	Attendance rate data

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.

Decrease the percentage of students with excessive referrals from 5% to less than 3%.

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
All students will earn at least 1 iTag during the school year to reinforce the philosophy of the IB. Each student maintains a portfolio to document progress and efforts as they work toward earning iTags.	Student iTag journals

Discipline Goal – Other (as needed) Black Students	Please ensure that your goal is written as a SMART goal.

Decrease the discipline gap for black students from 32% to less than 20%.

Actions / Activities in Support of Goal	Evidence to Measure Success
Improve school culture by providing training and monitoring implementation of culturally responsive teaching practices	Student achievement data to include classroom assessments, grades, common

that will engage all students, including the 6 M's model – Meaning, Models, Monitoring, Mouth, Movement, and Music.	assessments, MAP, and FSA results.
Provide training and monitor implementation of restorative practices to engage all students and create a culture of empathy and reduce the rate of reoccurrence of inappropriate behavior.	Student achievement data to include classroom assessments, grades, common assessments, MAP, and FSA results.

⬡ EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Sanderlin's early intervention program identifies students struggling in reading and/or math and provides additional services during the school day based on each child's specific needs determined by the MTSS team.

Sanderlin has two Extended Learning Programs – one for middle school and one for elementary students.

For middle school, any student scoring a level 1 or 2 on the FSA in the previous school year is required to attend ELP for the subject area in which he/she did not score on-grade level. Students may also be referred by a teacher is space in the program is available. Middle school ELP implements and progress monitors an academic plan to improve achievement levels through targeted small group instruction. Additionally, students are provided some time to work on classwork and/or homework with teacher assistance.

For elementary school, students are identified by FSA scores of level 1 or 2, as well as teacher referral. ELP is offered from September through April for 3rd – 5th grade students. A shorter ELP program may be offered to K-2 students based on teacher referral and classroom performance data. Elementary school ELP uses Moby Max, a research-based intervention program, to identify educational gaps and prescribes a schedule of activities to close the identified gaps. Additionally, targeted small group interventions take place during ELP to meet the needs of students in attendance.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
Goals: Reduce the percentage of students receiving a Level 1 or 2 on the ELA FSA from 24% to less than 10%. Reduce the percentage of students receiving a Level 1 or 2 on the Math FSA from 21% to less than 10%.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Provide an ELP program for elementary school students after school for 4 hours per week in 3rd-5th grades that is focused on closing achievement gaps in ELA and Math.	MAP assessment data Teacher formative assessments Moby Max Progress Monitoring Data ELA and Math FSA performance
Provide an ELP program for middle school students after	District Assessment Data

school for 3 hours per week in 6th-8th grades that is focused on closing achievement gaps in ELA and Math.	Teacher formative assessments ELA and Math FSA performance

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	47	% with advanced degrees	51%
% receiving effective rating or higher	96%	% first-year teachers	4%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	15%
% certified in-field**	100%	% with 6-14 years of experience	60%
% ESOL endorsed	46%	% with 15 or more years of experience	21%

***as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

To recruit highly qualified staff, Sanderlin hosts interns from USF College of Education & St. Petersburg College, attends and recruits at the Pinellas County Job Fair, and obtains references from other IB schools. As an international school, a diverse staff is important to us; to that end, we seek to hire teachers from a variety of cultural backgrounds, often relying on recommendations from other IB schools. To retain highly qualified teachers, school leadership develops capacity in teachers and strives to create and maintain a positive school climate and culture as reflected in climate surveys. Principal and Assistant Principal responsible for recruitment and retention.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Trevor	Kirkpatrick	White	
Rachel	Fisher	Black	
Lillian	Callihan	Black	
Keisha	Albritton	Black	
Tessa	Burnsed	White	
Marcia	Ferreira	White	
Benjamin	Smet	Hispanic	
Wendy	Kestler	Hispanic	
Jeff	Kusek	White	
Stasia	McAlpin	Black	
LaTonya	Moore	Hispanic	

Patrick	Kearney	Multi	
Dawn	Trayer	White	
Tracy	Donald	White	
Christie	Christiansen	White	
Binita	Kumari	Asian	
Laura	Muto	White	
Dottie	Bott	White	
Diane	Klamer	White	
Denise	Miller	White	
		Select	
		Select	
		Select	

⬡ **SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes	☒ No	Committee Approval Date: 9/12/2017

⬡ **SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Shannon Myron

Please state the days / intervals that your team meets below.
The SBLT/MTSS Leadership Team meets twice monthly on Thursdays.

⬡ **Budget / 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. Attached budget if preferred.

School improvement funds will be used this year to pay substitute teachers so that classroom teachers can observe other classrooms. Funds will also be used to pay a data team to work with administration regularly to upkeep the school's data wall, and to plan IB professional development.