



School Improvement Plan 2017-18

Richard L. Sanders School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Heidi E. D'Ambrosio	SAC Chair: Jody Lehman-Lynn
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School Vision	The staff of Richard L. Sanders School believes that every student will achieve 100% success and learn the life skills necessary to become successful adults.
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School Mission	The mission of Richard L. Sanders is that all students will master the Florida State Standards while acquiring the affective skills necessary to grow into successful adults.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
75	0%	60%	7%	1%	32%	0%

School Grade	2017: I	2016: I	2015: I	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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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	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	85%	38%
Learning Gains All	4%	21%	0%	5%	NA	NA	NA	NA	NA	NA	NA	NA
Learning Gains L25%	4%	21%	0%	5%	NA	NA	NA	NA	NA	NA	NA	NA

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Heidi	D'Ambrosio	FT	Less than 1 year
Assistant Principal	Jacqueline	Edwards	FT	1-3 years
Elementary Teacher	Kasey	Brewer	FT	1-3 years
Specialist Teacher	Denise	Nye	FT	11-20 years
Secondary Teacher	Adam	Bradley	FT	4-10 years
Social Worker	Michelle	Money	FT	4-10 years
Secretary	Patricia	Sands	FT	4-10 years
Behavior Specialist	Theresa	Nowak	FT	11-20 years
TSA	Jody	Lehman-Lynn	FT	11-20 years
Head Plant Operator	Jessie	Scott	FT	1-3 years

Total Instructional Staff:	8	Total Support Staff:	2	



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).

The School Wide Behavior Plan supported by Richard L. Sanders School promotes safety and security as its core values. The expectations or guidelines for success are “Be Responsible, Be Respectful and Be Safe.” These expectations or guidelines for success include: **Be Responsible** - following rules, engage in learning, and take responsibility; **Be Respectful** - use appropriate language, and respect the space of others; **Be Safe** – following rules and keep hands to self. The expectations or guidelines for success for our common areas are posted in every classroom, hallways, and the cafeteria. The matrix for student expectations focuses on responsibility, respect and safety as well as appropriate behaviors associated with the expectations. Classroom expectations are developed with the students and posted during the first week of school and remain visible in all classrooms throughout the school year. Pro-social behaviors are infused throughout the day by staff, teachers, social workers, and behavior specialists. Affective lessons and Social/personal lessons are infused throughout the school day to support desired behavior. Our school has a Positive Behavior Intervention Supports Team. The PBIS Team works closely with all staff providing support and encouraging buy in. The Positive Behavior Support System used on campus ties appropriate behavior with the daily point sheets. Students are rewarded weekly for appropriate behavior. Our school-wide Level System sets high behavioral expectations for our students while establishing a clear focus on maintaining a safe, secure, healthy, and positive learning environment. Point Cards are used to identify Star Days for the level system, as well as what they can spend at the school store. Students can earn bonus points for making exceptional behavior choices like ignoring negative peers, helping teacher/peers, and displaying positive leadership qualities. We are also implementing Restorative Practices school-wide in an effort to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. Elementary will be holding morning meetings daily to start the day on a positive note. We are specifically targeting the implementation of restorative circles and the utilization of affective language to encourage an environment where every voice (students and staff) is heard. We are utilizing the restorative circles to help resolve specific incidents in which both parties are willing participants and reintegrating the student back into the classroom. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities. The Behavior Team meets monthly to monitor the fidelity of implementation, total daily points earned and redeemed through the school store as well as other school wide positive behavior rewards and events. The administrative team also participates using random reinforcements to catch students on task or making good choices. The SBLT Team reviews behavioral data that includes daily point cards, Level System, referrals, arrests, attendance, and suspensions. We monitor implementation of our Guidelines for Success campus-wide and in the classroom through the collection of data, behavioral calls, and the Level System.

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?

Prior to the beginning of school, the whole staff and then PLC teams meet with support staff and identify classroom expectations focused around our school-wide expectations. Teachers follow a classroom

hierarchy in their classrooms for all classroom behavior and utilize the Behavior Specialist and Social Worker as needed for student safety and growth. Our school's expectations are monitored through walk-through data, observations, and student progress on the Level System.

Each student has a Functional Behavioral Assessment (FBA) with an identified target behavior and corresponding interventions. Students self-monitor their progress toward FBA goals. Our teachers do not submit written behavior plans. The school-wide expectation (guidelines for success) is that their classroom management (behavior plans) aligns with the Level System. Each team of teachers works in collaboration to implement classroom and school-wide management practices that align to the Level System and make adjustments throughout the school year as needed for classes and individual students. Overall behavioral and academic data are monitored through our SBLT. Individual student and level (elementary and secondary) are monitored and reviewed at one PLC Meeting per month. The administrative team reviews suspension and arrest data each week by gender, race, and grade to monitor for equity based on our school's demographic data.

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.

At Richard L. Sanders School we have Character Education for all levels. This allows students opportunities to reflect on their behavior and provides opportunities for staff to teach replacement behaviors. Depending on the needs of specific students, one to one support is provided to assist with behaviors and/or academics. Supplemental strategies are discussed during PLC and CST meetings. This information then becomes part of each student's FBA. In addition, we hold a daily briefing to monitor the pulse of the students, staff, and school. The SBLT monitors student discipline and is instrumental in ensuring students are reintegrated when out of school for behavioral reasons. All case managers are required to report regularly on their student level and progress within the level system, and as this is a new system to the school, data is obtained to ensure success and equity for all students.

Behavioral: We are implementing the Level System school wide and progress monitor with each level. The team meets monthly to monitor the fidelity of implementation, total daily points earned and redeemed through the school store as well as other school wide positive behavior rewards and events. Each student receives classroom social-emotional lessons and individual counseling. Student progress is monitored by reviewing where they are on the level system and monitoring referral, suspension, and arrest data. The progress monitoring of this data is used to determine interventions, Functional Behavior Assessment (FBA) reviews, and supports for individual students. In addition, we are implementing restorative practices school wide. Restorative practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. We are specifically targeting the implementation of circles and the utilization of affective language to encourage an environment where every voice (students and staff) is heard. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities.

Academic: Core instruction is monitored through the review of the Administrator Quick Glance, which indicates the pace and standards being taught at a given time. Weekly lesson plans are reviewed for alignment to pacing guides and walkthroughs are utilized to provide feedback to staff that encourages growth. The implementation of Marzano elements Identifying Critical Content, learning targets and scales, students and teachers tracking progress, and celebrating success are being targeted. Professional Learning Communities (PLC) meeting notes are submitted weekly to administration for review and feedback, and administration attends PLC meetings.

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?

The students at Richard L. Sanders receive a minimum of 30 minutes of weekly counseling as identified in their IEP. Social Workers and the School Psychologist assist the Behavior Support Team when a student is showing signs of crisis or needs extra time for care and wellbeing.

All of our students are assigned to our school because they require additional intensive supports. We utilize a school wide Level System to promote and monitor behavioral growth; students self-monitor and teachers track academic progress. We regularly review individual needs of students based on academic and behavioral data with each PLC team monthly. Richard L. Sanders has three full time behavior specialists, four social workers and a psychologist who are available to students. Students are provided with one on one and small group counseling sessions. We have a process in place for students to request to speak to a preferred staff member when they feel they are in need of extra guidance, and beginning this year each student will be matched with at least one Check and Connect staff member. The SBLT will use Level system data monthly to monitor and analyze student progress.

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).

Academic and behavior data are collected throughout the day for every student and recorded on student behavior point sheets. This data is recorded and analyzed during SBLT meetings.

Behavioral: The behavior information is compared to behavior data entered into Portal and BIDS and discussed during FBA and PLC meetings. We meet with each team monthly and review data from the school wide Level System, EDS, School Dashboard, and Focus for behavioral data. We complete at least 2 FBA reviews on each student annually and discuss students with intensive needs at weekly behavioral meetings.

Academic: Academics are monitored by the case managers. Data is collected through programs, assessments, and student product. Students can receive extra help/support during elective periods or after school in ELP. We meet with each team monthly and review data from Performance Matters and Running Records. The data is used to group (re-group) students and determine specific interventions and supports.

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 staff of Richard L. Sanders School is devoted to the care, welfare, safety and security of all students. During pre-school staff engage in team meetings and PLC's to discuss and structure their classrooms. Also during pre-school, staff participate in professional development that reviews Processes and Procedures, Technology, In-class Behavior Management, Level System, Restorative Practices, and IEP and FBA writing and responsibilities. Administrators ensure the core instructional programs and materials are aligned to the Florida Standards by utilizing the curriculum recommended by PCS. Since this is a center setting, we maintain a 3:1 ratio, but we provide 1:1 support as needed. High staff expectations are discussed and encouraged by our administration and then monitored through walk-throughs, observations, and student products. We ensure that teachers have opportunities to go to professional development offered by the district through TDEs, completing walkthroughs, informal and formal evaluations, and monitor implementation of teacher developed Deliberate Practice Plans. We are specifically looking for the identification of Critical Content Marzano Element #6 on the Common boards, review of Learning Targets with students, monitor student engagement during all classroom visits (walkthroughs, informal, and formal observations), and review of weekly lesson plans for alignment with state standards and pacing guides provided by the district ensuring during walkthroughs that the classrooms are on the correct pace and match the lesson plans submitted.

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: Our goal is to use a common language for our Guidelines for Success (Be Responsible, Be Respectful, and Be Safe) along with implementation of a school-wide Level System.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide training during preschool on the Level System, set the expectation for implementation, and ensure that our Guidelines for Success are posted in classrooms and common areas. Specifically; the Level system will be implemented within the first 2 weeks of school. Monitoring and evaluation of student progress will take place monthly, and adjustments will be made throughout the academic year as needed.	All Staff
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: Our primary goal for reducing the discipline and learning gaps between Black and Non-Black students is to reduce the number of referrals written for non-violent infractions. We will reduce discipline infractions by 60% for our Black students as measured through BIDS and district behavior data for each quarter of the academic calendar. Data is monitored weekly.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy that we will use to implement this goal is building stronger relationships between student and staff utilizing Restorative Practices. We are also implementing a school wide Level System to increase positive behaviors and provide a tool for students and staff to track behavioral progress.	Teachers, Social Workers, and Behavior Specialists
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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 successes have you seen to date? What data did you review to measure your success?

Our school uses the core curriculum provided by our district. This curriculum as well as materials that are found online supports the state’s standards for education. Staff are encouraged to attend core connections and curriculum based trainings to integrate their new learning into their instruction. Our staff is diligent in their efforts to increase student engagement in all content areas. As a school, we are focusing on Identifying Critical Content Marzano Element #6 and Learning Targets posted on Common Boards. We have very little data to review because less than 80% of students were tested on the Florida Standards Assessment and End Of Course Exams. We reviewed the data from Achieve 3000 and very few students made gains using this program, the school decided not to renew the contract for this program for the 2017-2018 school year.

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

The key areas for improvement in our school include increasing seat time for our students. We will start this by assessing situations in the classroom and addressing situations as they occur. If a student is assigned to Character Education, then it becomes necessary to decrease the amount of time a student is out of the classroom. Another area of concern is the number of referrals written for inappropriate behaviors. Many of these behaviors can be addressed without the need for a referral. We will also review the Level System Data to monitor student progress and the increase in pro-social behaviors.

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.

Our MTSS/RtI team meets monthly and reviews data. The team then meets with teachers during a staff meeting to discuss and explain our findings. We use assessment data from FSA, Lexile data from SRI, and EOC data from Performance Matters as part of our presentation. Additional information comes from arrests records, referral data, and suspension data, and Level System data kept at school. Other information comes from CST and PLC meetings for one-to-one assistance and behavior concerns. Teachers will meet monthly with the administrators as a PLC to review data and student work samples.

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).

The first area of concern stems from students who have been retained multiple times. We have implemented a process in which the VE Specialist works closely with the Assistant Principal to check all student records for credit recovery. In addition to meeting with their teachers for conferencing about their progress, students conference with the principal to discuss their goals and supports they need. Students also meet with the VE Specialist on a regular basis to discuss schedules and their progress.

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?	
Increase the number of teachers using common boards to Identify Critical Content (Marzano Element #6).	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through data will be collected to monitor the identification of critical content. Teachers will be provided professional development related to the Marzano Elements and the use of common boards.	Teachers, Administrators and Behavior Specialists
Goal 2: What is another 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?	
Increase the number of teachers and students tracking progress towards standards and behavior on the Level System.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through data will be collected to monitor tracking of student progress. Teachers will be provided professional development related to the Marzano Elements and the use of common boards.	Teachers, Social Workers, and Administrators
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



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 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.

Positive and collaborative working relationships occur at Richard L. Sanders through weekly PLC and bi-weekly CST meetings. These team meetings include Social Workers, Specialists, and Behavior Support as well. The Mentor/Mentee program is designed to support our newly hired teachers. Our Climate Survey recommended an improvement in communication. The administrative team will communicate with staff utilizing a weekly update with events, need to know, changes, and proven instructional practices. The 2016-2017 AdvancEd Survey data is minimal and does not provide enough information to identify specific areas of growth. We will strive to meet the minimum survey return rates distributed by the district for the 2017-2018 school year.

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.

Do to the unique needs and structure of our school planning times are primarily independent. Our staff does meet and work together to examine student data during PLC’s and after the student day has ended. The PLC meetings occur weekly and are noted on our school calendar.

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?

Last year, trainings were provided during preschool and throughout the year. Data is not available to support an increase or decrease in teacher effectiveness and student learning. This year, we will be collecting data and monitoring implementation of professional development in the classroom specifically looking for increased student engagement, learning, and teacher effectiveness.

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	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?

related to teacher, staff growth needs.			
Restorative Practices	Summer and Pre-School, follow up at staff meetings	Leadership Team (summer) all staff (pre-school)	Improve relationships with students and implement circles in each classroom
Wheel Training	Pre-school	Whole school	Staff processed through the wheel schedule (Assessment, IEPs, Deliberate Practice/ Marzano, and Maker Space/Office 365
DWT	Pre-School	Instructional Staff	Attended training in their content area
Leadership Week	Summer	Administrators	Attended various trainings related to school turnaround, attendance, culture, elementary reading, building teams, from teacher observation to teacher growth, and project based learning.
Crisis Prevention (CPI 2)	Fall	Crisis Team (Behavior specialists, administrators)	To continually improve de-escalation techniques
Crisis Prevention (CPI 1)	Fall	All staff not on the Crisis Team	To continually improve de-escalation techniques
Content Trainings	Throughout the year	Instructional Staff	To keep up to date on content information and changes as the year progresses
Classroom Management Building Effective Relationships Training	Pre-School through 1 st Semester	Instructional Staff	Increased understanding and utilization of classroom management techniques along with how to build relationships
Level System	Pre-School	All Staff	Increase school wide behavior management system and tracking of student's individual behavior, increase positive behavior supports to support the Level System and student growth, increase time engaged in academic tasks
Marzano Strategies	Pre-school with ongoing follow up through the school year during PLCs	Instructional Staff	Increased awareness of Marzano Elements and a deeper understanding of how to increase student learning and learning gains



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).

Based on the 2015-2016 AdvanceED climate survey and Title I climate surveys, the majority of our parents were happy with our school, our staff, and overall way of work. Our staff wants our families to feel welcome on campus and to support their children academically. The 2016-2017 AdvancEd Survey data is minimal and does not provide enough information to identify specific areas of growth. We will strive to meet the minimum survey return rates distributed by the district for the 2017-2018 school year.

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.

We invited several parents to come in during the summer for a meet and greet with the new principal and to encourage their support throughout the year. We encourage parents to contact the school as often as necessary for explanations of their child’s data and/or needs. Through Title 1 funding we provide trainings and materials for parents to utilize at home to support the academic growth child.

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

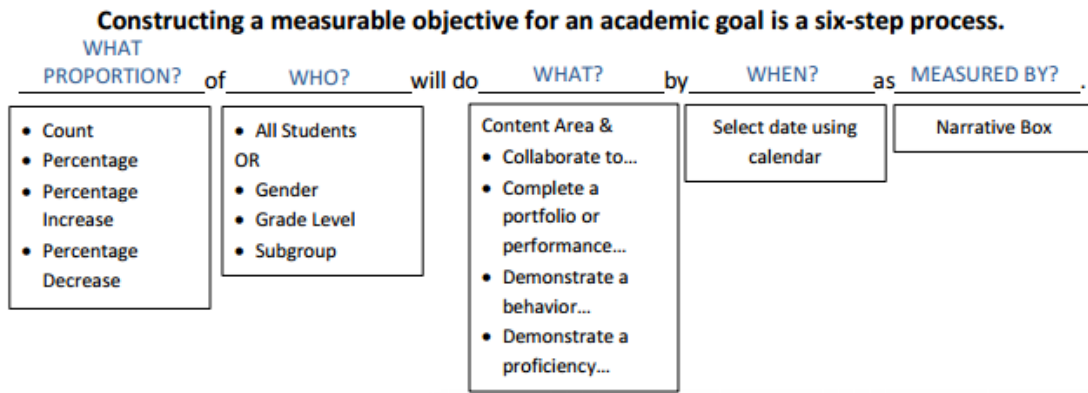
Family Engagement / Key Goals and Strategies

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: To increase the number of parents attending school events to 10 and increase attendance at SAC meetings to 5 parents/families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
First, we will make sure that information regarding events and SAC meetings are sent to families using a variety of methods including flyers, phone messages, and posting it on the website. We will also make personal phone calls to parents inviting them to join us.	Teachers and Administrators

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: We will continue to maintain home visits and taking part in community events to increase positive visibility. We are planning to hold a picnic in the community to increase parent involvement as well.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Social Workers maintain home visits for paperwork, excessive tardies, and missing children. We work closely with local ministers to support our students. We will increase our efforts to attend local football and basketball games our students are involved in. We also want to hold a picnic at a park in the neighborhood to increase parent involvement and provide parents with tools to help their children at home academically.	Social Workers and Administration
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 Steps

Academic Goal



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: Nowak
75% of all students will demonstrate an increased proficiency in Literacy by May 2018 as measured by MAP assessments, running records, Lexile scores, iReady, and collect baseline data on the Florida State Assessments (FSA) and EOCs because during the 2016-2017 school year less than 80% of students took these assessments.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success

<ul style="list-style-type: none"> Teachers receive professional development around Marzano elements, standards, assessments, and instructional methods. 	Review of transcript from PLN to verify attendance of training(s). Minutes from PLC meeting demonstrating the learned strategy and review of data.
<ul style="list-style-type: none"> At least once a month during PLCs, teachers will review student data, student responses to task, standard based scales, and learning goals. 	Minutes and attendance will be taken at the PLC meetings. Administrators will attend various PLCs each week.

Mathematics Goal	Goal Manager: Wallace
75% of all students will demonstrate an increase in math proficiency by May 2018 as measured by teacher assessment and Pinellas County Common Assessments. We will collect baseline data on the Florida State Assessments (FSA) and EOCs because during the 2016-2017 school year less than 80% of students took these assessments.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Teachers will receive professional development in Mathematics focused on standards, assessments, and instructional methods. 	Review of transcript from PLN to verify attendance of training(s). Documented seat time in math class for instruction.
<ul style="list-style-type: none"> At least once a month during PLCs, teachers will meet review student data and student responses to tasks and plan instructional lessons incorporating the MAFS and standards 	Minutes and attendance will be taken at the PLC meetings. Administrators will also attend PLCs rotating to different ones each week.

Science Goal	Goal Manager: Gaynier
75% of all students will demonstrate an increase in science proficiency by May 2018 as measured by comparative data in Performance Matters and collect baseline on the FCAT Science or NGSSS Science as well as the Biology EOC.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Teachers will implement a daily routine created by the Science department for setting the purpose at the beginning of each lesson and confirming the learning at the end of each lesson. 	Lesson plan documentation and walk-through data.
<ul style="list-style-type: none"> Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content. 	Lesson plan documentation and walk-through data, student work products

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: Healthy School	Goal Manager: Gaynier

Richard L. Sanders will earn Bronze Level recognition in the module physical education and other physical activity programs.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> In 2016-2017, Richard L. Sanders was working towards bronze in 4 areas, we earned bronze in the area of family and community involvement and gold in the area of health education on the Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. 	Program Assessment
<ul style="list-style-type: none"> For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in the module of physical education to achieve bronze 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 the physical education for eligibility of national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College Readiness	Goal Manager:
Prepare 100% of High School Seniors for post-graduate education, which may include vocational skills.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Increase rigor in the classroom to maintain student focus and stamina 	Lesson plans submitted by staff and walkthrough data specifically targeting the identification of critical content
<ul style="list-style-type: none"> Increase student knowledge on the availability of colleges and vocational opportunities 	Conference with VE Specialist for information.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
50% of all Black students will demonstrate an increase in learning gains from Level 1 to Level 2 and 25% will demonstrate proficiency in ELA during the 2017-2018 school year as measured by MAP assessments, Pinellas County District Assessments, Lexile scores, write score, iReady and we will collect baseline data on the FSA because during the 2016-2017 school year less than 80% of students completed the assessment. Part of this goal is that we will ensure that more than 80% of students complete the required district and state assessments during the 2017-2018 school year.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> We will provide structured instruction and high expectations for our Black Students in the classroom. We expect that our staff will build strong relationships with the students with whom they work. 	Teachers to attend training in their content curriculum. Teachers to measure growth and report to parents at conferences. Teachers to provide a

	caring and safe classroom for students to learn.
<ul style="list-style-type: none"> We will give students opportunities to increase their stamina when taking district and state assessments. We will also have students track their progress toward the standards and ensure that they have a clear understanding of where they are currently performing and where they need to be by the end of the school year. 	During data chats with PLC groups and individually with teachers we will specifically monitor the progress of our Black students in relation to the standards.

Subgroup Goal (ELL)	Goal Manager:
There are no ELL subgroups attending Richard L. Sanders School.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
N/A	N/A
N/A	N/A

Subgroup Goal (ESE)	Goal Manager:
All students attending Richard L. Sanders School are identified as ESE.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

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	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math) (By Level-Elementary, Middle, and High)	16/23 ES	8/26 MS	7/25 HS					31	42%
Students with excessive absences / below 90 % (By Level-Elementary, Middle, and High)	10/23 ES	7/26 MS	3/25 HS					20	27%
Students with excessive behavior / discipline** (By Level-Elementary, Middle, and High)	0/23 ES	10/26 MS	3/25 HS					13	18%
Students with excessive course failures** (By Level-Elementary, Middle, and High)	6/23 ES	13/26 MS	10/25 HS					29	39%
Students exhibiting two or more Early Warning indicators (By Level-Elementary, Middle, and High)	12/23 ES	19/26 MS	12/25 HS					43	58%

*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.
50% of all students will demonstrate an increase in daily attendance of 10% by May 2018 as measured by attendance data in focus.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
<ul style="list-style-type: none"> Our school will utilize a more targeted approach in contacting families and working with families for student attendance through our Child Study Team 		Social Worker data sheets and phone logs
<ul style="list-style-type: none"> Increase in PBS activities for increased and improved behavior and attendance 		Child Study Team bi-weekly review of attendance data
<ul style="list-style-type: none"> Utilizing attendance codes and parent/guardian communication; Social Workers will determine reasons for absences. 		Data collected by CST will be analyzed and suggestions for improvement made to SBLT on a monthly basis.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
50% of students will move up on the Level System at least every grading period.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
<ul style="list-style-type: none"> Professional Development and implementation of the Level System School Wide. 		Point sheet data/ level on Level System Level System Data will be reviewed monthly to monitor student progress and look for increase pro-social behaviors.
<ul style="list-style-type: none"> Increase teacher knowledge and skill in classroom behavior management through online training and follow up during faculty meetings. 		Completion of online Classroom Management Course.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Actions / Activities in Support of Goal		Evidence to Measure Success

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.

Our school uses the ELP program on a daily basis to supplement the classroom instruction and to support/help the students who have otherwise failed a core subject.

Early Intervention / Extended Learning Goal		Please ensure that your goal is written as a SMART goal.
Goal: 50% of all students who have failed a core subject will demonstrate a proficiency by attending ELP after school hours		

Actions / Activities in Support of Goal		Evidence to Measure Success
Meet with students to discuss their grades and options		Review of grades, attendance, and behavior data quarterly.
Meet with parent and student to create a partnership for student success		Discuss grades, attendance, and behavior data quarterly – <ul style="list-style-type: none"> Sign a contract Enroll in ELP

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	28	% with advanced degrees	50%
% receiving effective rating or higher		% first-year teachers	5%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	38%
% certified in-field**	100%	% with 6-14 years of experience	19%
% ESOL endorsed	35%	% with 15 or more years of experience	43%

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

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.

Our Administration works closely with the HR department of Pinellas County Schools to hire quality and highly effective teachers. After being hired, teachers are assigned a mentor for the school year and administration follows up with all new hires to ensure they have the supports required to be successful. They are also provided feedback during frequent walkthroughs.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Teresa	Hilliard	White	Business/Community
Joseph	Smith	Black	Business/Community
Jody	Lehman-Lynn	White	Other Instructional Employee
Susan	Boeseger	White	Business/Community
Tomasine	Brown	Black	Parent
Vernita	Brown	Black	Support Employee
Evan	Green	Black	Student
Heidi	D’Ambrosio	White	Principal
Thomas	Parker	Black	Parent
Melissa	Calle	White	Teacher
		Select	
		Select	
		Select	
		Select	
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SAC Compliance

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

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
We are reaching out to parents and students to properly balance our SAC committee to match our student demographics.	

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

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Heidi D’Ambrosio
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Please state the days / intervals that your team meets below.
The SBLT team meets monthly to review academic and behavioral data. We identify areas of need and determine necessary interventions. The team will review the outcomes of the interventions and determine further steps if needed. The team meets at 1:15 pm on the second Tuesday of the month.

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.

The budget will be discussed at our first SIP meeting in September. The allocated funds will be utilized to support reading and math instruction and/or initiatives.