

Pinellas County Schools

JAMES B. SANDERLIN K-8



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Mark Bender

Position Title

PE Teacher

Job Duties and Responsibilities

Classroom Teacher, Leadership Team, School Improvement Plan Writing.

Leadership Team Member #2

Employee's Name

Carrie Cormier

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Megan Becker

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Jillian Black

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Kristen Herman

Position Title

Magnet Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Amrita Mukherjee

Position Title

Magnet Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Kim Kearney

Position Title

Teacher, MYP Math

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Denise White

Position Title

Teacher, MYP ELA

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Joseph Eberhard

Position Title

Teacher, 4th Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

David Feldman

Position Title

Teacher, Kdg.

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Stacey Garrison

Position Title

Teacher, 1st Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Allison Boulanger

Position Title

Teacher, 2nd Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Alexandra Davis

Position Title

Teacher, 3rd Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name

Kourtney Sweeney

Position Title

Teacher, 4th Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name

Blaire Kelley

Position Title

Teacher, 5th Grade

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The early creation of the SIP begins with the School Based Leadership Team which includes teacher leaders from every grade level and subject area, magnet coordinators, and administration. The draft of the SIP is then presented to SAC and PTSA (which includes student leadership representatives) as well as the full school staff for feedback and review. The SIP one pager and a condensed version of the draft SIP is sent through a school messenger, Class Dojo and put on the website to gain feedback and input for any priorities moving forward. All of this feedback is collected and used to revise any areas of the SIP before final review from the SAC. The SAC committee is emailed the SIP draft after input and revisions are made ahead of the SAC meeting where they will vote to approve the SIP to be submitted for final district review. This process ensures that all stakeholders from multiple different places are represented in the creation and input of the SIP

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

After each FAST and STAR assessment, the faculty comes together in a data chat whole group, SBLT and in small group PLC's with administration to review the data for needs and adjustments to classroom instruction and/or school based plans and initiatives. All teachers are required to complete a data planning, reflection and tracking tool to indicate what their focal places should be and what needs or support they have in meeting those needs. This information is used to update school based needs in the SIP. Principal Cormier then takes the STAR/FAST data to present to the SAC and update them on any adjustments or changes that are made based on the data. This school year the emphasis is on ESE student achievement and growth as well as the trend of reading growth from 3rd to 8th grade which is always highlighted in the data presentation for staff and SAC.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	59.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	69.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		11	11	7	15	10	13	10	11	88
One or more suspensions		1	1	2	4	1	1	11	5	26
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				11	11	7	10	11	12	62
Level 1 on statewide Math assessment				10	7	11	15	5	8	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	5	5	2	1						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	4	4	10	7					30

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1		1	10	2	8	10	2	34

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	11	11	7	14	6	6	18	8	3	84
One or more suspensions			2	2	1	3	13	4	2	27
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				11	13	14	18	22	10	88
Level 1 on statewide Math assessment				12	9	18	7	16	8	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					2	1	15	7	3	28

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67			62	55	53	63	55	55
ELA Grade 3 Achievement **	70			72	63	56			
ELA Learning Gains	68						56		
ELA Learning Gains Lowest 25%	60						39		
Math Achievement *	70			66	61	55	61	34	42
Math Learning Gains	65						62		
Math Learning Gains Lowest 25%	60						50		
Science Achievement *	67			60	52	52	64	57	54
Social Studies Achievement *	74			71	69	68	59	57	59
Graduation Rate					44	74		49	50
Middle School Acceleration	79			74	69	70	75	44	51
College and Career Readiness					17	53		65	70
ELP Progress					56	55		69	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	680
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	68%	59%	56%		72%	68%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	
Asian Students	84%	No		
Black/African American Students	48%	No		
Hispanic Students	74%	No		
Multiracial Students	68%	No		
White Students	82%	No		
Economically Disadvantaged Students	51%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	2	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	88%	No		
Black/African American Students	41%	No		
Hispanic Students	72%	No		
Multiracial Students	57%	No		
White Students	85%	No		
Economically Disadvantaged Students	48%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	1	
English Language Learners				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students	81%	No		
Black/African American Students	43%	No		
Hispanic Students	53%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	75%	No		
Economically Disadvantaged Students	42%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	70%	68%	60%	70%	65%	60%	67%	74%	79%			
Students With Disabilities	21%		31%	25%	29%	50%	50%	21%					
Asian Students	88%		69%		94%	85%							
Black/African American Students	41%	35%	58%	56%	43%	53%	54%	38%	56%	48%			
Hispanic Students	82%		77%		80%	69%		62%					
Multiracial Students	68%		68%		70%	65%	67%	67%					
White Students	85%	86%	76%	67%	89%	73%	74%	91%	90%	91%			
Economically Disadvantaged Students	46%	32%	60%	57%	45%	54%	56%	45%	60%	59%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	62%	72%			66%			60%	71%	74%			
Students With Disabilities	26%	31%			26%				17%				
Asian Students	81%				94%								
Black/African American Students	38%	59%			39%			26%	48%	38%			
Hispanic Students	69%				74%								
Multiracial Students	55%				60%			57%					
White Students	81%	84%			85%			77%	93%	90%			
Economically Disadvantaged Students	42%	50%			48%			38%	52%	57%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	63%		56%	39%	61%	62%	50%	64%	59%	75%			
Students With Disabilities	25%		45%	47%	22%	43%	50%	30%					
English Language Learners													
Native American Students													
Asian Students	79%		64%		95%	86%							
Black/African American Students	40%		45%	38%	36%	52%	44%	40%	24%	65%			
Hispanic Students	60%		45%		53%	60%				46%			
Multiracial Students	62%		46%		65%	64%							
Pacific Islander Students													
White Students	81%		68%	58%	78%	68%	67%	82%	86%	85%			
Economically Disadvantaged Students	42%		44%	33%	38%	47%	40%	43%	27%	67%			

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E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our 5th and 8th grade Science increased the most. We worked collaboratively as a team to ensure that science in our PYP classrooms was being prioritized. In PYP, our 5th grade team utilized the formative assessment data throughout the school year to plan for a "Walk to Science" where students were provided targeted instruction based on their specific needs. In both PYP and MYP, the use of STEM activities, the Innovation Foundation resources, and many other engaging sciences experiences allowed the teachers were able to bring science back to life for our students.

Lowest Performance

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

Our lowest area of performance is the SWD. The ESE team the past two years has been new. Our MTSS support continues to be a barrier for us due to high turnover in support positions (Social Worker, Psychologist, etc.). We lost an ESE compliance position at the end of this year and will have hired another new ESE teacher for MYP. We will be working very closely with our new team and our MTSS support staff to focus more closely on our gaps and plan for strategic intervention. This is our biggest area of need and focus this next school year.

Greatest Decline

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

Our greatest decline was our Acceleration. We have learned a great deal about how those scores are calculated and will be able to place our MYP students for greater success.

Greatest Gap

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.

Again, our lowest area of performance and our greatest gap is with our SWD. The ESE team the past two years has been new. Our MTSS support continues to be a barrier for us due to high turnover in support positions (Social Worker, Psychologist, etc.). We lost an ESE compliance position at the end

of this year and will have hired another new ESE teacher for MYP. We will be working very closely with our new team and our MTSS support staff to focus more closely on our gaps and plan for strategic intervention. This is our biggest area of need and focus this next school year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

12% of the incoming 5th grade students demonstrate 2 early warning indicators.

11% of the incoming 8th grader students demonstrate 2 early warning indicators.

18% of our incoming 5th grade students missed 10% or more days of school.

Highest Priorities

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

1) Students with Disabilities data improving so that we are seeing substantial growth, work to close the achievement gap, and at least 45% of these students demonstrating proficiency on the PM3 FAST in 2025.

2) African American student data improving to at least 60% proficient

3) Increasing engagement and differentiated instruction at all grade levels to increase student performance and growth

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance in math is 70% as evidenced by the 2023-2024 PM 3 FAST/EOC assessment in grades 3-8. We expect to increase our proficiency to 75% in the 2024-2025 school year. The area of focus specifically relating to math will be the instructional practice with an emphasis on the consistent delivery of differentiated instruction in all math classrooms. This area of focus has been identified as a crucial need based on gaps among subgroups in our prior year data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. The percent of all students achieving Math proficiency will increase by 5%, from 70% to 75% as measured by the 2024-2025 FAST Math PM 3.
2. The percent of students achieving math proficiency for each grade level (data represents the tests taken not necessarily the grade level of the students in middle school) as measured by 2024-25 FAST Math PM 3/EOC:
 - 3rd - The percent of all students achieving Math proficiency will increase by 5%, from 72% to 77%.
 - 4th - The percent of all students achieving Math proficiency will increase by 5%, from 78% to 83%.
 - 5th - The percent of all students achieving Math proficiency will increase by 5%, from 80% to 85%.
 - 6th - The percent of all students achieving Math proficiency will increase by 21%, from 44% to 65%.
 - 7th - The percent of all students achieving Math proficiency will increase by 16%, from 34% to 50%.
 - 8th - The percent of all students achieving Math proficiency will increase by 9%, from 66% to 75%.
 - EOC - The percent of all students achieving Math proficiency will increase by 3%, from 89% to 92%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

1. Focused walkthroughs will be conducted to provide feedback to teachers on aligned instructional strategies, IB principles, and differentiated instruction.
2. Meet monthly with ESE teachers to monitor Dreambox, iXL, and PM data to collaboratively make adjustments to differentiate instruction for students who have an IEP.
2. PLC's will meet weekly to incorporate differentiated instruction, high yield instructional strategies, collaborative structures, and student inquiry and agency into IB unit planners and daily lessons.
3. Monitor Dreambox, IXL, and PM data as an SBLT and make adjustments to the instructional program at each grade level as needed.
4. Monitor Dreambox, IXL, and PM data in MTSS to determine areas of need for additional intervention assistance.

Person responsible for monitoring outcome

Becker, Megan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilize data from formative assessments, summative assessments, Dreambox (3-5) and IXL (6-8) to organize students with content in a manner that differentiates instruction, provides individualized practice, and opportunities for spiraling of standards.

Rationale:

Implementation of the BEST standards and utilization of the BIG-M to ensure the depth of the standards are being met will increase student performance in the math classroom. Utilizing regular formative assessment data will help teachers to identify areas of growth for each student and accurately differentiate instruction for students to close instructional gaps, which will assist in better performance on their PM 3. Correctly identifying student needs and providing interventions that meet their individual needs will increase math confidence within the classroom. Increased confidence in the content area has a direct correlation with student engagement, which will in turn increase student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize the BIG-M at all grade levels to intentionally plan lessons that meet the depth of the standards and monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

Implementation of the BEST standards and utilization of the BIG-M to ensure the depth of the standards are being met will increase student performance in the math classroom. Utilizing regular formative assessment data will help teachers to identify areas of growth for each student and accurately differentiate instruction for students to close instructional gaps, which will assist in better performance on their PM 3.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale:

Including students in setting goals and celebrating success will increase engagement and autonomy of their learning which will support their academic growth and achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Utilize systemic documents

Person Monitoring:

Megan Becker

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers utilize systemic documents such as pacing guides, BIG-M, IB Unit planners and curriculum documents to effectively plan for math units that directly align to the benchmarks and achievement level descriptors. Progress monitoring data will be utilized to review the student progress toward mastering the grade level standards.

Action Step #2

Administrator Walkthrough

Person Monitoring:

Megan Becker

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize administrator walkthrough tools to provide timely feedback to teachers and highlight evidence-based practices that are impacting student achievement.

Action Step #3

Data review

Person Monitoring:

By When/Frequency:

Megan Becker

Quarterly (Minimally)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator(s) will review progress within the Dreambox and iXL software as well as FAST data. The progress will be reviewed with PLCs and a plan to close academic gaps will be developed.

Action Step #4

Recognition/Incentive Plan

Person Monitoring:

Megan Becker

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A school-wide recognition/incentive plan will be established to promote learning gains in the area of math. Students will review their data and set goals with the guidance of math teachers. The recognition/incentive plan will encourage the use of high-yield strategies and ensure continuous academic growth.

Action Step #5

Master Schedule

Person Monitoring:

Megan Becker

By When/Frequency:

Prior to 1st day of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Master schedule will allow for the VE teacher to co-teach with the PreAlgebra 8 teacher throughout the full year of instruction.

Action Step #6

Co-teach model PreAlgebra 8

Person Monitoring:

Megan Becker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PreAlgebra 8 and VE teacher will plan for instruction that allows for a lower TPR. The planning will emphasize the instruction of the 8th grade standards as well as provide instruction for any gaps of pre-requisite skills needed for academic success. Administration will monitor plans and review data with the two teachers to discuss any resources needed to make sure each student will make learning gains.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current levels of performance of Students with Disabilities across the subject areas are 22% in ELA (with 29% making gains), 28% in Math (with 51% making gains), 21% in Science, and 25% in Social Studies as evidenced by the 2023-2024 PM 3 FAST/EOC assessment in grades 3-8. This is a crucial need as data from non-ESE students reflect a respective proficiency as follows: 72% in ELA (with 72% making gains), 74% in Math (with 69% making gains), 73% in Science, and 78% in Social Studies. We expect to increase our proficiency of our SWD across the subject areas in the 2024-2025 school year to the following levels: 50% in ELA (with 50% making gains), 50% in Math (with 57% making gains), 50% in Science, and 50% in Social Studies. The area of focus specifically relating to Students with Disabilities will be the instructional practice with an emphasis on the consistent delivery of differentiated instruction and additional supports in all classrooms.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students with Disabilities 2023-2024:

ELA- 22% (with 29% making gains)
 Math- 28% (with 51% making gains)
 Science -21%
 Social Studies- 25%

2024-2025 Goals:

ELA-50% (with 50% making gains)
 Math- 50% (with 57% making gains)
 Science- 50%
 Social Studies- 50%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Focused walkthroughs will be conducted to provide feedback to teachers on aligned instructional strategies, IB principles, and differentiated instruction.
2. Meet monthly with ESE teachers to monitor Dreambox, iXL, and PM data to collaboratively make adjustments to differentiate instruction for students who have an IEP.
2. PLC's will meet weekly to incorporate differentiated instruction, high yield instructional strategies, collaborative structures, and student inquiry and agency into IB unit planners and daily lessons.
3. Monitor Dreambox, IXL, and PM data as an SBLT and make adjustments to the instructional

program at each grade level as needed.

4. Monitor Dreambox, IXL, and PM data in MTSS to determine areas of need for additional intervention assistance.

5. Proactive check-ins to monitor student engagement, behavior, and motivation in class.

6. Make interdisciplinary connections to material imperative to achieve proficiency to connect with student preferences.

Person responsible for monitoring outcome

Carrie Cormier, Megan Becker, and Jill Black

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Weekly collaborative lesson planning opportunities involving ESE teachers to maximize student learning of grade level content with scaffolded support from the ESE teacher. This will ensure that differentiated instruction and direct ESE student supports are happening in the classroom to help students become more successful.

Rationale:

Walkthrough data supports the continued need for differentiation of instruction as an area of need in the classroom. This is a critical component to ensure that the needs of all students are being met. The ESE resource teachers' continued involvement in differentiated planning for ESE students in collaboration with PLCs will continue to increase student growth and achievement in our ESE students. The consistent involvement of our ESE team will positively impact the growth in proficiency of our ESE students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The VE Resource teachers will collaborate with grade-level PLC teachers in at least two scheduled planning sessions. Here they will use ESE student data to intentionally plan for differentiation.

Person Monitoring:

Carrie Cormier, Megan Becker, Jill Black

By When/Frequency:

Throughout the 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continued monitoring of differentiation and ESE student data throughout the school year.

Action Step #2

Differentiation strategies being utilized by the teachers in class with all students and by VE resource teachers during pull-out and/or co-teach models will be documented in lesson and unit plans.

Person Monitoring:

Carrie Cormier, Megan Becker, Jill Black

By When/Frequency:

Throughout the 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continued monitoring of differentiation and ESE student data throughout the school year.

Action Step #3

Data will be collected and interpreted from multiple sources including FAST, Dreambox, IXL, iStation, and iReady. This will be used by grade level PLCs to monitor progress with IEP goals and objectives. This will then guide instruction based on student needs, accommodations, and interventions (including regular and purposeful adjustments to them).

Person Monitoring:

Carrie Cormier, Megan Becker, Jill Black

By When/Frequency:

Throughout the 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continued monitoring of differentiation and ESE student data throughout the school year.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus is specific to ELA and Reading. Our current level of performance is 67% of students proficient as evidenced by FAST PM 3 data in 2023-2024 for grades 3-8. Our goal was for an increase of ELA proficiency of 7%. Our increase was 5%, taking Sanderlin from 62% to 67%. Although we increased in proficiency and learning gains, we did not reach our full 7% increase in proficiency goal. Our focus in ELA instruction will be to continue to fully align instruction to the BEST standards following the change from Common Core. Increasing the intentional, collaborative planning for ELA aligned to the BEST standards while also emphasizing AVID/WICOR strategies would increase student proficiency and close gaps among subgroups.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students increasing ELA proficiency will increase by a minimum 5% by FAST PM #3 in the Spring of 2025 which would move us from 67% overall proficiency to 72%. (All grade levels moving to 70% or greater in overall proficiency).

ESE students and those in the bottom quartile will be closely monitored using frequent progress monitoring data throughout the 2024-2025 school year.

3rd - The percent of all students achieving ELA proficiency will increase by 5%, from 70% to 75%.

4th - The percent of all students achieving ELA proficiency will increase by 5%, from 74% to 79%.

5th - The percent of all students achieving ELA proficiency will increase by 5%, from 65% to 70%.

6th - The percent of all students achieving ELA proficiency will increase by 5%, from 65% to 70%.

7th - The percent of all students achieving ELA proficiency will increase by 6%, from 64% to 70%.

8th - The percent of all students achieving ELA proficiency will increase by 5%, from 68% to 73%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Focused walkthroughs will be conducted weekly using three different tools, ELA look-for's and ELA curriculum document, as well as IB and AVID strategies for reading and writing.
2. Meet weekly with PLC's to discuss Unit Planner creation, focused conversations surrounding the BEST Standards, and data chats following each cycle assessment.
3. FAST and STAR data as an SBLT and adjust the instructional program at each grade level as needed.
4. Monitor FAST and STAR data in MTSS to determine areas of need for additional intervention and/or coaching.

Person responsible for monitoring outcome

Megan Becker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Collaborative planning for ELA aligned to the BEST standards and AVID/WICOR strategies that foster collaborative learning and structures that increase engagement and rigor.

Rationale:

Collaborative planning in the area of ELA improves lesson development and learning outcomes for students. Teachers can collaborate to create targeted instruction for both whole and small group instruction. Their planning can support all students, including those students who struggle with reading while aligning lessons with grade-level BEST standards for reading and writing.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

Develop a professional learning plan that supports equitable and successful ELA curriculum implementation.

Rationale:

Within professional learning communities, teachers can build on each other's knowledge, resources, perspectives and ideas so that students are receiving the best possible learning experiences.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #3:

Targeted small group instruction in the ELA block to ensure instruction in both reading and writing student needs are met.

Rationale:

Through collaborative planning, professional development and the MTSS team, assessment data will be used to intentionally plan for differentiated instruction that will target specific student needs and support closing achievement gaps.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. The leadership team will complete regular walkthroughs in ELA/reading classrooms utilizing the walkthrough tools to monitor instructional strategies and provide meaningful feedback.

Person Monitoring:

Carrie Cormier

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team has a weekly schedule for monitoring their PLC's with classroom walkthroughs. The team discusses this in weekly leadership team meetings to determine adjustments, needs areas for extra support, intervention needs, etc. This information is then discussed with individual teachers and/or grade level teams by the supporting grade level administrator for adjustments and changes.

Action Step #2

2. PLCs develop a plan for collaborative planning specific to ELA including AVID/WICOR strategies, inquiry-based activities, increased agency, and rigor while integrating topics that meet that needs of each IB unit planner.

Person Monitoring:

Megan Becker and Jill Black

By When/Frequency:

Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC's will meet weekly with their grade level administrator to monitor group planning, data evaluation, MTSS and interventions and to adjust planning according to the needs of the students based on FAST data and progress monitoring.

Action Step #3

3. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Monitoring:

SBLT Leads and MTSS Team

By When/Frequency:

Bi weekly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The SBLT Leads and MTSS Team will do deeper dives into struggling students and students not making gains as well as students that need additional enrichments to determine appropriate interventions and levels of support. This support may come from program interventions, part time hourly support, extra intervention time and ELP.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance in science is 67% as evidenced by the 2023-2024 assessments across all grade levels. The area of focus specifically relating to science will be instructional practice, with an emphasis on the consistent delivery of engaging and differentiated instruction in all science classrooms. This area of focus has been identified as a crucial need based on gaps among subgroups in our prior year data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data: In the 2023-2024 school year, our school achieved an overall science proficiency rate of 67% based on internal assessments and state standardized tests.

Specific Measurable Outcome:

- **K-8 Grade Group:** Increase science proficiency from 68% to 78%.

Rationale and Focus: These measurable outcomes are based on strategic analysis of prior year data, aiming to elevate science proficiency across the K-5 and 6-8 grade groups. Implementation will focus on evidence-based instructional practices, differentiated instruction, and ongoing assessment to achieve targeted proficiency goals.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data Collection: Regularly collect and analyze formative and summative assessment data related to science proficiency across all grade levels (K-8).

Progress Tracking: Monitor progress towards the specific measurable outcomes for K-5 and 6-8 grade groups, comparing current performance to baseline data from the prior year.

Teacher Collaboration: Facilitate regular collaboration among science teachers to review student performance data, share best practices, and adjust instructional strategies based on identified needs.

Feedback and Reflection: Provide ongoing feedback to teachers and school leadership on the effectiveness of implemented instructional practices and interventions.

Parent and Student Engagement: Involve parents and students in monitoring progress through communication channels such as progress reports, parent-teacher conferences, and student-led conferences.

Person responsible for monitoring outcome

Becker, Megan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The intervention strategy focuses on implementing differentiated instruction practices tailored to individual learning needs in science classrooms across all grade levels (K-8). This includes:
 Curriculum Alignment: Ensuring the science curriculum aligns with state standards (NGSS) and integrates hands-on, inquiry-based learning experiences. Professional Development: Providing ongoing professional development for teachers on effective differentiation techniques and instructional strategies specific to science education. Formative Assessment: Implementing regular formative assessments to monitor student progress and adjust instructional practices accordingly.

Rationale:

Alignment with Research-Based Practices: Differentiated instruction is supported by research as an effective method to address diverse student needs and enhance academic outcomes, particularly in science where hands-on learning is crucial. Addressing Learning Gaps: Tailoring instruction to individual learning styles and readiness levels helps address identified learning gaps from prior year data, promoting equity and academic growth for all students. Enhanced Engagement and Motivation: Hands-on, inquiry-based learning and STEM integration are known to increase student engagement and motivation in science, leading to improved retention and application of scientific knowledge.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implementing Professional Learning Communities (PLCs) focused on science education across all grade levels (K-8). This intervention involves: Professional Development: Providing structured and ongoing professional development opportunities for teachers to enhance their knowledge and skills in science instruction. Collaborative Planning: Facilitating regular PLC meetings where teachers collaborate to develop and share effective instructional strategies, resources, and assessments aligned with science standards. Data Analysis: Using PLC time to analyze student data, including formative and summative assessments, to inform instructional decisions and interventions. Peer Observation and Feedback: Encouraging peer observation and feedback within PLCs to promote reflective teaching practices and continuous improvement in science instruction.

Rationale:

Promoting Teacher Growth: PLCs provide teachers with opportunities for ongoing learning and collaboration, fostering a culture of professional growth and development in science education. Enhancing Instructional Quality: Collaborative planning allows teachers to share best practices, discuss challenges, and collectively design engaging and effective science lessons that meet the diverse needs of students. Data-Driven Decision Making: By analyzing student data together, teachers can identify trends, adjust instructional strategies, and implement targeted interventions to improve science learning outcomes. Building a Supportive Community: PLCs cultivate a supportive and collaborative school culture where teachers feel empowered to experiment with new teaching approaches and learn from each other's experiences.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement Differentiated Instruction Strategies

Person Monitoring:

Becker, Megan

By When/Frequency:

Throughout the school year, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Description: Provide professional development sessions focused on differentiated instruction strategies tailored to science education. This includes workshops, peer observations, and collaborative planning time for teachers to develop and implement differentiated lesson plans.

Monitoring Impact: The school will monitor the impact by conducting regular classroom observations, collecting feedback from teachers and students, and analyzing student performance data on formative assessments. Progress will be reviewed quarterly in department meetings to adjust strategies as needed.

Action Step #2

Establish Science PLCs (Professional Learning Communities)

Person Monitoring:

Becker, Megan

By When/Frequency:

Monthly meetings starting in August, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Description: Facilitate the formation of grade-level or subject-specific PLCs focused on science education. PLCs will meet monthly to collaborate on instructional strategies, share resources, analyze student data, and discuss professional development needs related to science instruction.

Monitoring Impact: The school will monitor the impact by tracking participation and engagement in PLC meetings, conducting surveys to gather feedback from teachers on the effectiveness of collaboration, and analyzing student achievement data linked to PLC initiatives. Progress will be reviewed quarterly to assess improvements in science proficiency and instructional quality.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 74% as evidenced by proficiency on the Civics EOC exam and 70% proficiency on the 6th grade US History PM 3. Teachers will focus on instructional practices that identify critical content and engage students in complex tasks and texts, with scaffolded instruction as needed to improve student learning and increase the overall level of proficiency in Social Studies across all grade levels. If we implement these strategies, the data will show a 6% increase in overall

proficiency.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students achieving proficiency on the Civics EOC will increase from 74% to 80%, as measured by the Spring 2025 administration of the Civics EOC.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Focused walkthroughs will be conducted, focused on high-yield instructional strategies, collaborative structures, district based classroom look-for's. PLC's will be focused on Unit Planner creation, utilizing data from formative assessments, and modification of instruction as needed, incorporating scaffolded/differentiated instruction into instructional lessons.

Person responsible for monitoring outcome

Megan Becker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Reading Strategies based on focus on cognitively complex tasks and use of purposeful questioning to activate student thinking and inquiry related to Social Studies standards in all grade levels.

Rationale:

Reading strategies that focus on cognitive complexity aim to engage readers in a deeper, more critical analysis of the text. Questioning is a powerful tool to engage students, promote critical thinking, and encourage active learning. The use of focused note taking along with developing strategies for students to interact with their notes will foster a deeper understanding of Social Studies content. Writing in this content area allows students to engage with historical content in a more interactive and meaningful way, helping to develop analytical skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize primary source documents at varying text complexity levels throughout the year with appropriate literacy strategies across multiple content areas.

Rationale:

Providing differentiation and scaffolded supports will increase engagement and support student understanding of the standards while allowing access to the content through the varying text complexity levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Utilize AVID Strategies, including focused note-taking, writing across content areas - using DBQ tasks in social studies classrooms to build understanding related to Social Studies standards

Rationale:

The use of focused note taking along with developing strategies for students to interact with their notes will foster a deeper understanding of Social Studies content. Writing in this content area allows students to engage with historical content in a more interactive and meaningful way, helping to develop analytical skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Use AVID/WICOR, Literacy and IXL Civics

Person Monitoring:

Megan Becker

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Social Studies teachers will plan instructional units that implement AVID/WICOR strategies including content specific reading tasks, intentional/purposeful questioning, inquiry, collaborative structures, note-taking strategies, and writing tasks within the framework of the Social Studies content being studied.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Positive Behavior and Intervention System (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in our school to achieve social, emotional, and academic success, Which is relevant to all grades at James B. Sanderlin K-8. PBIS involves teaching expected behaviors, acknowledging positive behaviors, and providing interventions for challenging behaviors in order to improve overall school climate. PBIS positively impacts student learning by creating a safe and predictable environment where students can focus on academics without the distraction of behavioral disruptions. By promoting positive behaviors and providing timely interventions for students who need additional support, PBIS fosters a conducive learning environment for all. The identification of PBIS as a crucial need was based on data from the prior year, which highlighted ongoing challenges with behavior management and student discipline. Analysis of behavior incident reports, student surveys, and teacher feedback indicated a need for systematic improvements in behavior support strategies. The data also revealed disparities in behavior referrals across different student groups, emphasizing the importance of implementing consistent and equitable behavioral interventions.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the prior year (2023-2024), our analysis revealed a total of 111 behavior incidents. **Our end-of-year behavior data for 2023-2024 revealed that 85% of referrals for African American students stemmed from a core group of 12 students, indicating a slight improvement but underscoring the need for ongoing targeted interventions.**

For the 2024-2025 school year, our goal is to reduce overall behavior incidents by 20% compared to the previous year. This translates to reducing incidents to approximately 89 incidents for the upcoming year.

This target is based on our analysis of prior year data and aims to create a more positive and productive learning environment by implementing PBIS strategies effectively across all grade levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Effective implementation of the Positive Behavior and Intervention System (PBIS) at our school requires a robust monitoring plan to ensure its impact on student achievement outcomes. Our approach involves continuous data collection, analysis, and feedback loops to track progress and make informed adjustments.

Data Collection: We will regularly collect data on behavior incidents, student attendance, and feedback from teachers and staff regarding PBIS strategies. This data will provide insights into the effectiveness of our interventions and help identify areas needing improvement.

Analysis: Through thorough analysis of collected data, we will monitor trends in behavior incidents, assess the impact of PBIS on creating a positive school climate, and identify any disparities among student groups. This analysis will inform our decision-making process and guide us in refining our PBIS strategies.

Feedback : Regular feedback cycles will be established to ensure that stakeholders, including teachers, staff, and administrators, are kept informed of progress. This feedback will celebrate successes, address challenges promptly, and facilitate collaborative efforts to enhance PBIS implementation.

Impact on Student Achievement Outcomes: Monitoring PBIS implementation directly influences student achievement outcomes by:

- **Improving School Climate:** PBIS promotes a positive and supportive learning environment, reducing behavioral disruptions and allowing students to focus on academic growth.
- **Enhancing Social-Emotional Learning:** By teaching expected behaviors and providing interventions for challenging behaviors, PBIS supports students in developing essential social-emotional skills crucial for academic success.
- **Promoting Equity and Inclusion:** Ongoing monitoring ensures equitable implementation of PBIS across all student groups, addressing behavior disparities and fostering a sense of belonging for every student.
- **Informing Data-Driven Decisions:** Data collected through PBIS monitoring informs strategic decisions about resource allocation, professional development needs, and targeted interventions to support student success.

Our monitoring plan for PBIS aims to achieve measurable outcomes by reducing behavior incidents and creating a positive school culture conducive to academic and social-emotional growth. By leveraging data and feedback, we will continuously improve PBIS implementation to maximize its impact on student achievement and well-being.

Person responsible for monitoring outcome

Cormier, Carrie

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

PBIS is an evidence-based framework that promotes a proactive approach to behavior management in schools. It involves teaching behavioral expectations, reinforcing positive behaviors through incentives and recognition, and providing targeted interventions for students who need additional support. Key components include:

- **Teaching Expectations:** Clearly defining and teaching behavioral expectations across all school settings.
- **Positive Reinforcement:** Implementing systems for acknowledging and rewarding positive behaviors.
- **Interventions:** Providing tiered supports (Tier 1, Tier 2, and Tier 3) based on student needs to address challenging behaviors effectively.

Implementation Across Grade Levels:

- **Elementary Grades (K-5):** Implementing PBIS through consistent teaching of behavioral expectations, use of positive reinforcement strategies such as token economies or praise systems, and interventions such as check-in/check-out systems for individual students.
- **Middle Grades (6-8):** Extending PBIS practices with a focus on age-appropriate behavioral expectations, peer mentoring programs, and restorative justice practices to address conflicts and build positive relationships.

Monitoring the Effectiveness of PBIS: PBIS implementation will be monitored through a variety of methods to ensure its effectiveness in achieving measurable outcomes:

- **Data Collection:** Regular collection of behavior incident reports, attendance records, and student surveys to track trends in behavior incidents and student perceptions of school climate.
- **Data Analysis:** Analyzing collected data to assess progress towards reducing behavior incidents, identifying any disparities among student groups, and evaluating the impact of PBIS practices on creating a positive school environment.
- **Feedback and Adjustment:** Providing ongoing feedback to staff and stakeholders based on data analysis, celebrating successes, addressing challenges, and making necessary adjustments to PBIS strategies to improve effectiveness.

Rationale:

The selection of PBIS is rooted in a thorough analysis of our school's behavior incident data from previous years. This data highlighted recurring behavioral challenges that disrupt learning and indicated a clear need for systematic, proactive interventions. PBIS offers a structured framework that allows us to address these challenges proactively by establishing clear behavior expectations, implementing targeted interventions, and continuously monitoring progress through data analysis. ◇

Promotion of Positive School Climate: PBIS emphasizes creating a positive and supportive school climate by focusing on prevention rather than punishment. It encourages the teaching of behavioral expectations, reinforcing positive behaviors through incentives and recognition, and providing support and interventions for students who need additional help. By implementing PBIS, we aim to cultivate a school environment where students feel safe, respected, and motivated to succeed academically. ◇

Equity and Inclusion: PBIS promotes equity and inclusion by ensuring that behavioral expectations and consequences are applied consistently and fairly to all students, regardless of background or circumstances. Our analysis of behavior incident data revealed disparities in disciplinary actions among student groups, highlighting the importance of implementing practices that promote fairness and reduce disciplinary disparities. PBIS provides a structured approach to addressing these disparities and fostering a sense of belonging for all students within our school community.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS Leadership Team

Person Monitoring:

Cormier, Carrie

By When/Frequency:

Team formation and initial meetings to be completed by the end of the first month of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

◆ Data Collection: Collect qualitative and quantitative data on PBIS implementation progress, including team meeting minutes, attendance, and engagement. ◆ Feedback Mechanisms: Establish regular feedback loops among team members and with the broader school community to gather insights on the effectiveness of PBIS strategies and team dynamics. ◆ Progress Reviews: Conduct periodic reviews of the PBIS action plan and team objectives to assess alignment with school goals and identify any adjustments needed. ◆ Outcome Assessment: Measure outcomes such as improved behavior incident reports, increased staff and student satisfaction with school climate, and enhanced collaboration among stakeholders.

Action Step #2

Training and Professional Development

Person Monitoring:

Cormier, Carrie

By When/Frequency:

Complete initial PBIS training sessions for all staff members within the first semester of the school year; ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will monitor the impact of this action step through the following methods: 1. Pre- and Post-Training Assessments: Administer surveys or assessments to staff members before and after training to gauge their knowledge, attitudes, and readiness to implement PBIS practices effectively. 2. Observations and Feedback: Conduct classroom observations and gather feedback from staff regarding the implementation of PBIS strategies in daily practice. This includes observing how staff members reinforce positive behaviors and manage challenging behaviors. 3. Data Analysis: Analyze behavior incident data and compare trends before and after training to assess any changes in behavior incidents, disciplinary actions, and overall school climate. 4. Professional Learning Communities (PLCs): Establish PLCs or similar forums where staff can discuss and reflect on PBIS implementation, share successes and challenges, and collaborate on refining strategies based on ongoing feedback and data. By monitoring these indicators, the school will ensure that PBIS training effectively equips staff with the knowledge and skills to implement evidence-based practices, resulting in a positive impact on student behavior, school climate, and academic outcomes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00