

Pinellas County Schools

JAMES B. SANDERLIN K-8



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

benderma@pcsb.org

Position Title

PE Teacher

Job Duties and Responsibilities

Classroom Teacher, Leadership Team, School Improvement Plan Writing.

Leadership Team Member #2

Employee's Name

Kimberly Kearney

kearneyk@pcsb.org

Position Title

Teacher- MYP Math

Job Duties and Responsibilities

Classroom Teacher, Leadership Team, School Improvement Plan Writing.

Leadership Team Member #3**Employee's Name**

Carrie Cormier

cormierc@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

School Principal, School Based Leadership Team Member, School Improvement Writing.

Leadership Team Member #4**Employee's Name**

Megan Becker

beckerme@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal, School Based Leadership Team Member, School Improvement Plan Writer.

Leadership Team Member #5**Employee's Name**

Jillian Black

blackji@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal, School Based Leadership Team Member, School Improvement Writing.

Leadership Team Member #6

Employee's Name

Sarah Sanders

sanderssa@pcsb.org

Position Title

Teacher- PYP Kindergarten

Job Duties and Responsibilities

Classroom Teacher, School Based Leadership Team Member, School Improvement Plan Writer.

Leadership Team Member #7

Employee's Name

Stacy Garrison

garrisons@pcsb.org

Position Title

Teacher- PYP 1st grade

Job Duties and Responsibilities

1st Grade Classroom Teacher and Team Lead, School Based Leadership Team Member, and School Improvement Plan Writer.

Leadership Team Member #8

Employee's Name

Mary Waechter

WAECHTERM@pcsb.org

Position Title

Teacher- PYP 2nd grade

Job Duties and Responsibilities

2nd Grade Teacher and Team Lead, School Based Leadership Team Member, and School Improvement Writer.

Leadership Team Member #9

Employee's Name

Kourtney Sweeney

sweeneyk@pcsb.org

Position Title

Teacher- PYP 4th grade

Job Duties and Responsibilities

4th Grade Teacher and Team Lead, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #10**Employee's Name**

Emily Kochan

kochane@pcsb.org

Position Title

Teacher- PYP Gifted

Job Duties and Responsibilities

Gifted Teacher, Gifted Coordinator, School Based Leadership Team, and School Improvement Plan writer.

Leadership Team Member #11**Employee's Name**

Jillian Putney

putneyj@pcsb.org

Position Title

Teacher -MYP Social Studies

Job Duties and Responsibilities

History Teacher and Team Lead, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #12**Employee's Name**

Dianna Mills

millsdi@pcsb.org

Position Title

Teacher - MYP Science

Job Duties and Responsibilities

Science Teacher and Science Team Lead, School Based Leadership Team Member, and School Improvement Plan Writer.

Leadership Team Member #13

Employee's Name

Denise White

whitede@pcsb.org

Position Title

Teacher - MYP ELA

Job Duties and Responsibilities

ELA Teacher and ELA Team Lead, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #14

Employee's Name

Aaron Cassette

cassettea@pcsb.org

Position Title

Teacher - MYP Performing Arts

Job Duties and Responsibilities

Theatre and Drama Teacher, Arts Team Lead, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #15

Employee's Name

Veronica Leal

lealv@pcsb.org

Position Title

Teacher - MYP Spanish

Job Duties and Responsibilities

Spanish Teacher and Team Lead, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #16

Employee's Name

Angela Wilson

wilsonang@pcsb.org

Position Title

Teacher - PYP 3rd grade

Job Duties and Responsibilities

3rd Grade Teacher and Team Lead, AVID Coordinator, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #17

Employee's Name

Samantha Nelson

nelsonsa@pcsb.org

Position Title

Teacher - PYP 5th grade

Job Duties and Responsibilities

5th Grade Teacher and Team Lead, School Based Leadership Team Member and School Improvement Plan Writer.

Leadership Team Member #18

Employee's Name

Kristen Herman

hermank@pcsb.org

Position Title

IB Coordinator

Job Duties and Responsibilities

IB Coordinator, School Based Leadership Team, School Improvement Plan Writer.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

After each Progress Monitoring windows (FAST and STAR assessments), the faculty comes together in a data chat whole group., SBLT, small group PLCs, and individual data chats 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 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 overall learning gains for all students which will be consistently highlighted in the data presentations for staff and SAC.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	85	85	89	87	85	85	104	106	108	834
Absent 10% or more school days	0	6	4	10	9	4	9	12	9	63
One or more suspensions	0	2	1	0	3	1	7	5	6	25
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	1	14	15	9	16	11	6	12	84
Level 1 on statewide Math assessment	0	6	12	21	10	13	13	8	11	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	4	3						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	7	8	0					18

Current Year 2026-27

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	0	2	10	12	8	13	7	3	8	63

Current Year 2026-27

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	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2025-26) 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	
School Enrollment	86	87	90	90	86	87	110	111	97	844
Absent 10% or more school days		7	8	12	6	9	17	7	5	71
One or more suspensions		1		2	2	2	1	8	6	22
Course failure in English Language Arts (ELA)				1						1
Course failure in Math										0
Level 1 on statewide ELA assessment		14	17	16	10	9	14	9		89
Level 1 on statewide Math assessment		17	17	19	11	11	17	11	8	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			5	5						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	12	7	5					32

Prior Year (2025-26) 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		3	3	6	7	10	3	13	7	52

Prior Year (2025-26) 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				1			1			2

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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	66	64	70	62	61	67	59	58
Grade 3 ELA Achievement	66	69	64	62	68	62	70	64	59
ELA Learning Gains	61	62	62	64	59	61	68	60	59
ELA Lowest 25th Percentile	48	53	55	55	52	55	60	53	54
Math Achievement*	71	68	64	70	66	62	70	62	59
Math Learning Gains	66	64	61	63	63	60	65	59	61
Math Lowest 25th Percentile	60	54	52	54	55	53	60	51	56
Science Achievement	70	61	60	70	59	57	67	54	54
Social Studies Achievement*	74	75	77	72	72	74	74	71	72
Graduation Rate		49	77		40	72		31	71
Middle School Acceleration	85	81	79	89	83	75	79	74	71
College and Career Acceleration		14	61		19	56		20	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		53	59

*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 (FPPi) 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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	672
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	67%	68%	68%	59%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	43%	No		
Asian Students	87%	No		
Black/African American Students	48%	No		
Hispanic Students	84%	No		
Multiracial Students	74%	No		
White Students	83%	No		
Economically Disadvantaged Students	54%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													F
	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 2024-25	C&C ACCEL 2024-25	
All Students	71%	66%	61%	48%	71%	66%	60%	70%	74%	85%			
Students With Disabilities	30%		32%	27%	30%	61%	72%	46%					
Asian Students	95%		61%		89%	89%		100%					
Black/African American Students	44%	44%	49%	43%	44%	52%	54%	38%	51%	65%			
Hispanic Students	86%		69%		86%	82%		94%	80%	92%			
Multiracial Students	81%		68%		77%	63%		82%					
White Students	90%	89%	70%	65%	90%	73%	78%	83%	100%	92%			
Economically Disadvantaged Students	49%	42%	54%	44%	49%	59%	59%	50%	59%	71%			

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	62%	64%	55%	70%	63%	54%	70%	72%	89%			
Students With Disabilities	23%		57%	61%	33%	41%	34%	27%					
Asian Students	88%		77%		81%	77%							
Black/African American Students	48%	42%	56%	54%	44%	51%	51%	37%	44%	67%			
Hispanic Students	75%		72%		75%	65%		87%					
Multiracial Students	69%	50%	70%		71%	67%		82%	82%				
White Students	87%	81%	68%	56%	92%	72%	73%	91%	89%	97%			
Economically Disadvantaged Students	52%	34%	63%	57%	49%	55%	52%	39%	58%	78%			

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%			

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	68%	-2%	60%	6%
ELA	4	71%	66%	5%	60%	11%
ELA	5	63%	66%	-3%	61%	2%
ELA	6	76%	64%	12%	62%	14%
ELA	7	73%	63%	10%	62%	11%
ELA	8	72%	62%	10%	60%	12%
Math	3	67%	71%	-4%	66%	1%
Math	4	73%	72%	1%	65%	8%
Math	5	67%	69%	-2%	62%	5%
Math	6	69%	63%	6%	60%	9%
Math	7	6%	24%	-18%	53%	-47%
Math	8	73%	62%	11%	61%	12%
Science	5	74%	70%	4%	60%	14%
Science	8	65%	59%	6%	52%	13%
Civics	7	74%	89%	-15%	77%	-3%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	68%	81%	-13%	84%	-16%
Geometry	8	100%	97%	3%	95%	5%

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 greatest areas of growth this year were in Math Overall and L25 Learning Gains, 3rd Grade Reading Proficiency and Civics.

Our Math Growth was due to intensive monitoring and planning in collaborative PLC's around solid core instruction in 3-5 with an emphasis on maximizing differentiated instruction in the math intervention block. Additionally, the 6-8 team schedule was planned deliberately around lowering class size our most struggling learners and tailoring student schedules to the right instructional staff. Our 3rd grade reading proficiency was due to solid collaborative planning in the PLC's around the core and around the Walk to Read intervention time. Our Civics data was about more intentional implementation of the GForce materials and collaborative planning on a monthly basis with the district embedded coach.

We will continue with this work this school year.

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 improvement is ELA overall and L25 Learning Gains and SWD.

The past three years we have had continuous staff turnover within our ESE team. Both of our ESE teachers this past school year were new to the position and required significant support with the compliance requirements of their role. This was a major barrier for the entire team. Our PYP ESE teacher will be new to the team again next year which will result in this being one of our biggest areas of focus again next school year. Additionally, our 4th and 5th grade ELA teachers will receive additional coaching in serving ESE and L25 students in the ELA block. The focus will be on solid academic discourse and monitoring of our subgroup student performance.

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 4th and 5th grade L25 ELA Learning Gains. This was partly due to the

increase in proficiency from the following year and not as closely aligning instructional supports for these students as we increased text complexity with them. This and monitored, rigorous academic discourse will be a major focus of our work with these students this school year.

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 and L25 students. The ESE team has had a lot of turn-over the past couple of year on top of losing our ESE compliance unit with increased the workload on our two ESE teachers. Our MTSS team showed great improvement this past year, and we will continue to refine this work with our team this year. This will continue to be our biggest area of need and focus again this next school year.

EWS Areas of Concern

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

15% of both 3rd and 5th grade are entering with 2 or more warning indicators which is a heightened area of concern.

Highest Priorities

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

- 1) Increased focus on instructional strategies and support for our SWD in order to see substantial student growth. We will work closely with our ESE and MTSS team to close the achievement gap with at least 50% of SWD demonstrating proficiency or significant academic growth.
- 2) African American student data improving to at least 60% proficient.
- 3) Increasing the level of PBIS implementation and engagement strategies to improve student behavior and academic growth.
- 4) Increasing the number of Overall and L25 learning gains in ELA from 61% and 48% to 75% and 70%.

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

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.

Our current level of performance in math is 71% as evidenced by the 2025-2026 PM 3 FAST/EOC assessment in grades 3-8. We expect to increase our proficiency to 76% in the 2026-2027 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

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 71% to 76% as measured by the 2026-2027 FAST Math PM 3/EOC.
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 2026-27 FAST Math PM 3/EOC:
 - 3rd - The percent of all students achieving Math proficiency will increase by 5%, from 67% to 72%
 - 4th - The percent of all students achieving Math proficiency will increase by 5%, from 72% to 77%
 - 5th - The percent of all students achieving Math proficiency will increase by 5%, from 67% to 72%
 - 6th - The percent of all students achieving Math proficiency will increase by 5%, from 70% to 75%
 - 8th - The percent of all students achieving Math proficiency will increase by 2%, from 73% to 75% (All 6th grade students will advance to pre-algebra and will take the 8th grade assessment - regardless of proficiency level - our goal is to maintain proficiency this year with the change)
- EOC - The percent of all students achieving Math proficiency will increase by 10%, from 90% to 100%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

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, Edia, and PM data to collaboratively make adjustments to differentiate instruction for students who have an IEP.
3. 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.
4. Monitor Dreambox, Edia, and PM data as an SBLT and make adjustments to the instructional program at each grade level as needed.
5. Monitor Dreambox, Edia, and PM data in MTSS to determine areas of need for additional intervention assistance.

Person responsible for monitoring outcome

Carrie Cormier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Utilize systemic documents

Person Monitoring:

By When/Frequency:

Megan Becker, Jillian Black

Ongoing

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

Progress monitoring data will be utilized to review the student progress toward mastering the grade level standards.

Action Step #2

Administrator Walkthrough

Person Monitoring:

Carrie Cormier, Megan Becker, Jill Black

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, actionable feedback to teachers while identifying and documenting evidence of effective instructional practices.

Increased monitoring to ensure that the elementary intervention block is implemented consistently, purposefully, and with fidelity to meet student needs.

Action Step #3

Data Review

Person Monitoring:

Megan Becker, Jillian Black

By When/Frequency:

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 Edia as well as FAST data and quarter tests for Algebra and Geometry. 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 & Jillian Black

By When/Frequency:

3 Times/year (following assessments)

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.

Area of Focus #2

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**

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.

Our current level of performance is 74% as evidenced by proficiency on the Civics EOC exam and 75% 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

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 2027 administration of the Civics EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Carrie Cormier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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. Utilize primary source documents at varying text complexity levels throughout the year with appropriate literacy strategies across multiple content areas.

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. 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 #2:

Deepen understanding of the Florida's NGSSS Social Studies standards and benchmarks as a non-negotiable for improving student outcomes as evidenced by the End of Course assessment and final exams.

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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.

Action Step #2

Use assessment data to drive personalized instruction and review

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 teacher will use weekly and quarterly assessment data to create personalized review for students. Teachers will also use this data for creating small groups for instruction and review pull outs.

Action Step #3

Engage in Collaborative Planning

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:

During collaborative planning, teachers and administrators use state and district-developed resources (curriculum guides, Civics Instructional Guide, Civics Teachers' Guide) to clearly identify benchmarks and clarifications that define the full expectations of the standards.

During collaborative planning, learning objectives, success criteria, and checks for understanding are determined and implementation is discussed.

Use district curriculum, to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark.

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

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.

This area of focus is centered on ELA and Reading achievement. Based on 2025–2026 FAST PM3 data for grades 3–8, 71% of students demonstrated proficiency in ELA. While our school goal was to increase proficiency by 5 percentage points, proficiency increased by 1 percentage point, moving from 70% to 71%. Although we saw growth in both overall proficiency and student learning gains, we did not meet our targeted proficiency goal.

To accelerate achievement, our instructional focus will remain on ensuring full alignment of teaching and learning to the BEST Standards for all grades, K-8. We will strengthen intentional and collaborative planning practices that are aligned to benchmark expectations while incorporating AVID/

WICOR strategies to support student engagement, critical thinking, and achievement. These efforts are intended to increase overall proficiency and reduce achievement gaps among student subgroups. In addition, we will place greater emphasis on student learning gains by providing scaffolded and differentiated instruction designed to support all students in achieving at least one year's worth of academic growth.

Measurable Outcome

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.

By Spring 2027 FAST PM3 testing, overall ELA proficiency will increase by at least 5 percentage points, from 71% to 76%. Additionally, each grade level will achieve a minimum proficiency rate of 70%. Students with disabilities (ESE) and those in the lowest quartile will be closely monitored throughout the 2026–2027 school year using frequent progress-monitoring data. This targeted approach will support increased proficiency, accelerate student growth, and help close achievement gaps.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Focused walkthroughs will be conducted weekly using three different tools - ELA look-for's and PCS Curriculum Documents, 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

Carrie Cormier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Collaborative planning for ELA aligned to the BEST standards, AVID/WICOR, and IB philosophy to

develop explicit and systematic instruction that fosters collaborative learning and structures that increase engagement and rigor. 2. Intentional use of lesson plans that incorporate scaffolded/ differentiated lessons to meet the needs of all learners through oral language development, writing in response to learning, explicit vocabulary instruction and monitored academic discourse in response to learning.

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. Additionally, building these high yield strategies into IB Unit planners with intentional monitoring plans will lead to increase student achievement.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #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, Megan Becker, Jillian Black

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

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

Person Monitoring:

Megan Becker and Jill Black

By When/Frequency:

Weekly PLC's

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

PLC's plan collaboratively specific to ELA benchmarks including AVID/WICOR strategies, inquiry-based activities, increased agency, and rigor while integrating topics that meet that needs of each IB unit planner.

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

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 Teams and MTSS Leads

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 support teachers in responding to the variances among learners in the classroom. Support will be given during planning by the teams to ensure that differentiated learning opportunities will be created based on content, process, products and learning environment for the appropriate students based on data.

Area of Focus #4

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

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 area of focus for the 2026-2027 school year is to increase academic achievement and learning gains for Students with Disabilities (SWD) across all grade levels, with particular emphasis on English Language Arts (ELA) and Mathematics. This focus encompasses students identified under a range of disability categories, including but not limited to Specific Learning Disabilities, Speech or Language Impairments, Autism Spectrum Disorder, and Emotional/Behavioral Disabilities. Our SWD population represents a diverse group with varying support needs, requiring individualized and differentiated instruction to fully access the general education curriculum.

Measurable Outcome

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.

During the 2025-2026 school year, Students with Disabilities at James B. Sanderlin K-8 demonstrated proficiency rates of 26% in English Language Arts (ELA) and 26% in Mathematics, as measured by the PM3 FAST/EOC assessments for grades 3-8. Additionally, 29% of SWD made learning gains in ELA and 59% made learning gains in Math. The ELA rates remain significantly below the schoolwide averages for non-ESE students, who achieved proficiency in ELA. The gap this past year in gains was narrowed for students.

For the 2026-2027 school year, the school's objective is to increase the percentage of SWD achieving learning gains in both ELA and Mathematics by at least 10 percentage points at each relevant grade

level. Specifically, the goal is for at least 60% of SWD to make learning gains in ELA and 70% to make gains in Math, as measured by state progress monitoring tools, IEP goal attainment, and standards-based classroom assessments. Progress toward this outcome will be monitored quarterly to ensure timely interventions and support for SWD students across all grade levels.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure progress toward the measurable outcomes for Students with Disabilities, the implementation and impact of this Area of Focus will be monitored through a multi-tiered approach:

- **Monthly Data Reviews:** Student performance data—including state progress monitoring assessments (FAST/EOC), IEP goal progress, and classroom-based assessments—will be reviewed quarterly by the ESE team, grade-level teachers, and administration to track learning gains in ELA and Math for SWD at each grade level.
- **IEP Progress Monitoring:** Teachers will document and review progress toward individual IEP goals every 4-6 weeks. Any student not making adequate progress will be discussed in collaborative problem-solving meetings, and instructional strategies or interventions will be adjusted as needed.
- **Walkthroughs and Fidelity Checks:** School administrators and ESE specialists will conduct regular classroom walkthroughs to observe the implementation of intentional instructional supports including accommodations, modifications, and evidence-based instructional strategies for SWD. Feedback will be provided to teachers to support high-fidelity implementation.

Person responsible for monitoring outcome

Carrie Cormier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve outcomes for students with disabilities, the school will implement an evidence-based instructional framework that strengthens Tier 1 instruction through intentional planning, scaffolded supports, and explicit strategy instruction. Direct instruction of academic vocabulary, including frontloading key terms prior to core lessons, will be provided to increase access to grade-level content and build background knowledge. Academic discourse and writing opportunities will be embedded across content areas to promote language development, critical thinking, engagement, and deeper understanding. These evidence-based practices will ensure increased access to high-quality instruction and support improved achievement and growth for students with disabilities.

Rationale:

To improve learning outcomes for students with disabilities, intentional planning for scaffolded supports is critical to ensure that all students are engaged and are provided adequate access to rigorous grade-level instruction. Through these practices, students with disabilities will receive increased access to high-quality instruction, resulting in improved engagement, achievement, and growth.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Conduct Routine Fidelity Checks: Review Data and Provide Feedback

Person Monitoring:

Carrie Cormier, Megan Becker & Jill Black

By When/Frequency:

3 times/year (following assessments)

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

ESE Specialists will schedule and perform regular classroom observations using standardized checklists to ensure interventions and accommodations for SWD are implemented as intended. They will also analyze fidelity check data with administration team and give targeted feedback and coaching to teachers following each observation.

Action Step #2

Intentional Planning for Tier 1 Instruction

Person Monitoring:

Megan Becker, Jillian Black

By When/Frequency:

Monthly

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

Through collaborative planning, teachers will design lesson plans that are aligned to grade-level standards and included clear learning targets and success criteria. Explicit vocabulary and writing strategy instruction as well as monitoring for academic discourse will be embedded in all lessons along with scaffolded supports to ensure all students can access the content with success. Regular classroom walkthroughs will be used to look for evidence of the implementation of these strategies.

Action Step #3

Intentional Planning for Tier 2/3 Supports and Interventions

Person Monitoring:

Megan Becker, Jillian Black

By When/Frequency:

Monthly

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

To ensure student growth, teachers will monitor learning and gather data throughout core instruction and provide students with immediate and actionable feedback. Accommodations, strategies, and supports will be embedded in all instruction. Through progress monitoring, teachers will make adjustments to core instruction and interventions as needed.

Area of Focus #5

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

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.

Our area of focus in Science across grades K–8 is to increase student proficiency by delivering rigorous, standard-aligned instruction with an emphasis on consistent instruction in K-5 and hands-on, high-order thinking opportunities across all grade levels.

Our current level of performance in science is **70%** as evidenced by the 2025-2026 assessments across all grade levels. This indicates that while some gains have been made, a significant portion of students are not meeting grade-level expectations.

Instructional practices have lacked consistency in frequency in K-5 and depth across all grade levels, which has limited student opportunities to apply scientific knowledge through inquiry-based learning and critical thinking.

Measurable Outcome

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.

Based on the 2025-2026 science performance data, approximately 70% of students in grades K–8 demonstrated proficiency on benchmark assessments and/or the state science assessment. Our goal is to increase overall science proficiency to at least **75%** by the end of the 2026-2027 school year across all grade levels.

Grade-level measurable outcomes include:

- **Grades K–2:** Increase performance on quarterly assessments by **5%**, with a focus on building foundational scientific thinking.
- **Grades 3–5:** Improve proficiency on district science assessments by **5%**, emphasizing consistent exposure to higher-order/application-based questions and vocabulary.
- **Grade 5 (State Tested):** Increase proficiency on the Florida Statewide Science Assessment from **74% to at least 79%**, through collaborative, hands-on instruction and development of stamina through complex questioning strategies.
- **Grades 6–8:** Improve performance on district science common assessments by **5%**, with a focus on student application of knowledge, increased collaborative planning, and assessment

checkpoints throughout instruction.

- **Grade 8 (State Tested):** Increase proficiency on the Florida Statewide Science Assessment from **65% to at least 70%**, through collaborative, hands-on instruction and development of stamina through complex questioning strategies.

Progress will be monitored through formative and summative data, including standards-based classroom tasks, quarterly benchmarks, and grade-level assessments. Emphasis will be placed on student growth in responding to high-order thinking tasks.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom Observations & Instructional Walkthroughs: School leadership will conduct regular classroom observations to ensure the consistent implementation of standards-based science instruction. These observations will also support teacher development through immediate, constructive feedback.

- **Data Collection & Analysis:** Formative and summative assessment data will be collected and analyzed regularly to track student proficiency.
 - Unit Assessments
 - District Benchmarks
 - Mock SSA (Grades 5 and 8)
- **Progress Tracking:** Student progress will be reviewed at regular intervals to assess growth toward the identified proficiency targets. Disaggregated data will help identify gaps in achievement and inform targeted supports and instructional adjustments.
- **Teacher Collaboration & PLCs:** Weekly common planning and PLC meetings will be used for teachers to collaboratively analyze student data, identify trends, adjust lesson plans, and share strategies that promote critical thinking and application. This will ensure vertical alignment and consistency in instructional practices.
- **Feedback and Reflection:** Teachers and school leaders will engage in ongoing reflection cycles based on data and observations. Instructional decisions will be guided by this feedback and support will be provided as needed.

Person responsible for monitoring outcome

Carrie Cormier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To increase proficiency in science, the school will implement an evidence-based instructional framework that incorporates challenging, application-based science tasks along with structured discussions and note-taking to promote higher-order thinking and stamina for complex problem-solving.

Rationale:

Using challenging science tasks, academic discourse and collaborative structures helps students think more deeply and apply what they've learned in new ways. Talking through and recording their ideas with others builds their understanding and confidence, while also getting them ready for tough test questions.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Rigorous, inquiry-based science instruction with high-level thinking tasks

Person Monitoring:

Megan Becker, Jillian Black

By When/Frequency:

Monthly

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

Science teachers will facilitate consistent, high-level science instruction that combines standards-aligned content with inquiry-based learning and hands-on investigations. Students will regularly engage in high-level tasks that require critical thinking, problem-solving, and the application of scientific concepts. Science instruction will incorporate explicit vocabulary instruction, writing in response to learning and monitored academic discourse as a part of the schoolwide focus on these high yield strategies. Instruction will be planned collaboratively during PLCs and monitored through classroom observations, student performance on tasks, and progress monitoring data.

Action Step #2

Implementation of the 3-I Instructional Routine

Person Monitoring:

Megan Becker, Jillian Black

By When/Frequency:

Monthly

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

In alignment with the 5E Instructional Model, teachers will integrate the 3-I instructional routine (Ignite, Investigate, Inform) into daily instruction. This routine will support student engagement and achievement through consistent implementation of structured academic discourse during the Ignite phase, regular use of science notebooks and data collection during investigations, and daily evidence-based questioning to promote critical thinking and deepen student understanding.

Area of Focus #6

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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.

While James B. Sanderlin K-8 may have achieved the Federal Index for our Black student subgroup, we remain committed and aligned with our district's *Bridging the Gap Plan* and our shared commitment to closing achievement gaps. To ensure that we are continuing to work towards closing the achievement gap, we have created specific goals to address our outcomes for our Black students.

Measurable Outcome

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.

Our goal is to increase proficiency for our Black student subgroup by 10% - from 52% to 62% proficient on each of our end of year assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student data will be monitored after each progress monitoring assessment to determine effectiveness of strategies and interventions in place.

Focused walkthroughs will be conducted to provide feedback to teachers on aligned instructional strategies, IB principles, and differentiated instruction.

Collaborative planning alongside IB coordinators will happen weekly to ensure that differentiated strategies are put into Toddle for all IB unit planners.

Dreambox, Amira and IXL data will be monitored regularly to determine effectiveness of strategies and interventions.

Person responsible for monitoring outcome

Carrie Cormier

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Weekly collaborative lesson planning opportunities for all grade levels and subject area teachers to maximize learning of grade level content with scaffolded support from the teacher, ESE teacher, and Intervention specialist. This will ensure differentiated instruction and direct 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. Differentiated planning for all students will continue to increase student growth and achievement in our black students.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement high yield strategies to increase effectiveness of Tier 1 instruction

Person Monitoring:

Carrie Cormier

By When/Frequency:

end of year

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

Implement high-yield strategies with an emphasis on explicit vocabulary instruction, rigorous, monitored academic discourse (providing sentence stems), writing in response to reading strategies, and oral language development.

Action Step #2

Increased Targeted Feedback

Person Monitoring:

Megan Becker

By When/Frequency:

end of year

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

Monitor student progress through frequent checks for understanding and provide targeted feedback

Action Step #3

Use of Responsive Strategies

Person Monitoring:

Jillian Black

By When/Frequency:

end of year

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

step:

Use responsive strategies to build confidence and engagement, such as:
 Calling on all students by name to ensure opportunities to respond
 Providing specific, meaningful praise tied to effort and growth

IV. Positive Learning 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 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 data indicates a need for continued strengthening of behavior support practices. Data from the 2025–2026 school year showed a reduction in disparities in behavior referrals among student groups. While this progress is encouraging, ongoing efforts are needed to ensure the consistent and equitable implementation of behavioral interventions to further reduce remaining disparities and promote positive outcomes for all students.

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.

Based on our 2025–2026 end-of-year behavior data, the school recorded 121 Major Office Referrals (incidents). Analysis of the data revealed that 76% of referrals involved Black students, representing a 5% decrease from the previous school year. Additionally, 18 Black students received two or more Major Office Referrals during the year, a 21.74% decrease from the prior year. While this progress is encouraging, the data indicates a continued need for targeted and strategic interventions to further

reduce disproportionality and support student success.

The 2025–2026 behavior data also highlights an ongoing need to strengthen PBIS implementation within classrooms. Although improvement was evident, 55% of Major Office Referrals resulted from incidents occurring in the classroom setting, reflecting a 5% decrease from the previous year. Of those incidents, 26% involved physical altercations, an 11% decrease from the prior year. However, classroom disruption and defiance of authority remain areas of concern. These behaviors accounted for 38% of all Major Office Referrals, representing a 6% increase compared to the previous school year.

During the 2026–2027 school year, our goal is to reduce the overall number of Major Office Referrals by 20%. This would result in approximately 97 Major Office Referrals for the year. To achieve this goal, the school will continue to focus on equitable behavior support practices, targeted interventions for students with repeated referrals, and strengthening Tier 1 PBIS implementation to improve classroom behavior and engagement.

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.

The implementation of the Positive Behavioral Interventions and Supports (PBIS) framework will be closely monitored to evaluate its impact on both student behavior and academic achievement. Through ongoing data collection and analysis, the school will regularly assess student progress and make data-informed adjustments to strengthen outcomes for all students.

Data sources will include minor and major discipline referrals, student attendance records, PBIS Rewards data, and Progress Monitoring Plans (PMPs) for students receiving targeted behavioral supports. Behavior trends will be reviewed routinely to measure the effectiveness of PBIS in fostering a positive school climate and to identify and address any disparities among student groups. Findings from these reviews will guide decision-making and continuous improvement efforts.

Monitoring PBIS implementation supports student achievement by:

- Promoting a positive, safe, and supportive learning environment that minimizes behavioral disruptions and maximizes instructional time.
- Teaching and reinforcing expected behaviors while providing appropriate interventions for students who require additional support, helping to develop the social-emotional skills necessary for academic success.
- Ensuring the equitable implementation of PBIS practices across all student groups, reducing behavioral disparities and fostering a sense of belonging and connectedness.

- Informing decisions related to resource allocation, professional learning opportunities, and targeted interventions to improve student outcomes and overall school success.

Through consistent monitoring and continuous improvement, PBIS will remain a critical component of the school's efforts to support positive behavior, increase student engagement, and enhance academic achievement.

Person responsible for monitoring outcome

Jillian Black, Shea Nguyen, Leland McCullagh

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

PBIS implementation across grade levels to support positive student behavior and academic success.

- Elementary Grades (K-5): Implementing PBIS through consistent teaching of behavioral expectations, use of positive reinforcement strategies systems (Turtle Tokens), 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, positive behavior incentives, peer mentoring programs, and restorative practices to address conflicts and build positive relationships.

Rationale:

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 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. 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. 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS Leadership Team

Person Monitoring:

Jillian Black, Shea Nguyen, Leland McCullagh

By When/Frequency:

Team formation and initial meetings will begin in July and monthly throughout the year

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

School-wide PBIS Implementation Review: review the expectations, processes and procedures currently in place and update/adjust based on most current behavior data from the end of the 25-26 school year.

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:

Jillian Black, Shea Nguyen, Leland McCullagh

By When/Frequency:

Complete initial PBIS training/refresher during pre-school for all staff members; ongoing as needed

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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