

Pinellas County Schools

RICHARD L. SANDERS SCHOOL



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

Richard L. Sanders School's mission is to produce college and career ready graduates by offering a positive, supportive, and growth-oriented environment, where students can develop the academic, behavioral, and affective skills necessary to be successful, regardless of setting.

Provide the school's vision statement

100% Scholar Success – Excellence with Equity for All.

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

Robin Mobley

Position Title

Principal

Job Duties and Responsibilities

The Principal is the Instructional and operational leader within the school community. Duties and responsibilities include: recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement. Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student- focused, researched-based, and aligned with statutes, policies, standards and improvement plans. Establishes and maintains a culture of high expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team.

Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities. Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.

Leadership Team Member #2

Employee's Name

Miranda Scibbe

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community. Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. The assistant principal supports the schoolwide culture of high expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. Promotes that student learning is a top priority through leadership actions focused on student achievement and success. Supports and monitors the school learning environment which improves learning for a diverse student population. Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.

Leadership Team Member #3

Employee's Name

Jacqueline Anderson

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community. Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student- focused, researched-based and aligned with statutes, policies, standards and improvement plans. The assistant principal supports the schoolwide culture of high expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. Promotes that student learning is a top priority through leadership actions focused on student achievement and success. Supports and monitors the school learning environment which improves learning for a diverse student population. Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.

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.

We gather input through stakeholder surveys, focus groups and meetings. This includes feedback on academic performance, school climate, safety, and other pertinent areas. The collected data is analyzed to identify strengths weaknesses, opportunities, and threats. We engage stakeholders through our School Advisory Council (SAC), Site-Based Leadership Team (SBLT), and scholar focus groups to ensure collaborative input in the development of our School Improvement Plan (SIP). SAC provides feedback from parents, students, and community members, while the SBLT and scholar focus groups are composed of teachers, staff, and students who analyze data and monitor progress toward goals. Input from each group is used to identify focus areas, set measurable goals, and align resources to support student achievement.

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)).

The SIP will be regularly monitored through ongoing review of scholar attendance, grades, progress monitoring of formative, summative and common assessments, classroom walkthrough and behavior data to assess progress toward closing achievement gaps. The leadership team and stakeholders will meet quarterly to review outcomes, identify barriers, and adjust strategies as needed. Stakeholder feedback will guide revisions to ensure continuous improvement and alignment with scholar needs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING

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	0	0	2	4	5	9	7	18	17	62	
Absent 10% or more school days	0	0	2	1	4	4	5	14	12	42	
One or more suspensions	0	0	1	2	5	2	2	13	11	36	
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	2	3	6	
Course failure in Math	0	0	0	0	1	0	0	2	1	4	
Level 1 on statewide ELA assessment	0	0	0	2	3	9	7	12	10	43	
Level 1 on statewide Math assessment	0	0	1	2	3	7	7	12	9	41	
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	0	0	2						2	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	1	2	3					6	

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	0	1	2	5	9	7	14	11	49	

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	2	0	0	0	1	1	4
Students retained two or more times	0	0	0	0	0	0	0	13	2	15

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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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										0

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	13	21	8	17	59
Absent 10% or more school days	11	17	7	14	49
One or more suspensions	8	20	6	11	45
Course failure in English Language Arts (ELA)	4	7	2	0	13
Course failure in Math	4	7	2	1	14
Level 1 on statewide ELA assessment	10	8	3	0	21
Level 1 on statewide Algebra assessment	9	3	5	2	19

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
	9	10	11	12	
Students with two or more indicators	12	14	6	3	35

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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*	6	66	64	8	62	61	4	59	58
Grade 3 ELA Achievement		69	64		68	62		64	59
ELA Learning Gains	33	62	62	38	59	61	15	60	59
ELA Lowest 25th Percentile		53	55		52	55		53	54
Math Achievement*	4	68	64	6	66	62	4	62	59
Math Learning Gains	42	64	61	31	63	60	33	59	61
Math Lowest 25th Percentile		54	52		55	53		51	56
Science Achievement	7	61	60	7	59	57	17	54	54
Social Studies Achievement*	23	75	77	23	72	74	30	71	72
Graduation Rate		49	77		40	72		31	71
Middle School Acceleration		81	79		83	75		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)	CSI
OVERALL FPPI – All Students	19%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	115
Total Components for the FPPI	6
Percent Tested	87%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
19%	19%	17%	17%	17%	19%	

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	20%	Yes	7	7
Black/African American Students	19%	Yes	2	2
White Students	28%	Yes	6	6
Economically Disadvantaged Students	18%	Yes	7	7

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													
	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	ELP PROGRESS
All Students	6%		33%		4%	42%		7%	23%				
Students With Disabilities	7%		33%		5%	42%		7%	25%				
Black/African American Students	4%		30%		8%	43%		10%					
White Students	14%		46%		0%	50%							
Economically Disadvantaged Students	9%		32%		3%	36%		8%	18%				

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	8%		38%		6%	31%		7%	23%				
Students With Disabilities	9%		37%		7%	29%		7%	23%				
Black/African American Students	0%		38%		5%	25%							
White Students	13%		33%		4%	33%		0%					
Economically Disadvantaged Students	8%		38%		3%	26%		7%	25%				

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	4%		15%		4%	33%		17%	30%				
Students With Disabilities	4%		15%		4%	33%		17%	30%				
White Students	0%		0%		8%								
Economically Disadvantaged Students	5%		18%		5%	33%		9%					

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.

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	0%	64%	-64%	62%	-62%
ELA	7	4%	63%	-59%	62%	-58%
ELA	8	11%	62%	-51%	60%	-49%
ELA	9	25%	63%	-38%	60%	-35%
ELA	10	6%	62%	-56%	61%	-55%
Math	6	5%	63%	-58%	60%	-55%
Math	7	13%	24%	-11%	53%	-40%
Math	8	10%	62%	-52%	61%	-51%
Science	8	6%	59%	-53%	52%	-46%
Civics	8	13%	59%	-46%	75%	-62%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

The data component that demonstrated the greatest improvement during the 2025–2026 school year was the reduction in disciplinary referrals among the students who historically received the highest number of referrals. Specifically, the top 10% of students receiving disciplinary referrals during the 2024–2025 school year showed an average decrease of approximately 60% in the number of referrals received during the 2025–2026 school year. This significant reduction contributed to an overall improvement in student behavior and school climate.

This improvement can be largely attributed to the continued implementation and refinement of the school's Positive Behavioral Interventions and Supports (PBIS) framework and House System. Through these initiatives, students were provided with consistent opportunities to earn recognition for positive behavior, academic effort, leadership, attendance, and engagement. The House System fostered a stronger sense of belonging, accountability, and positive peer relationships, while the PBIS reward system reinforced expected behaviors through meaningful incentives and celebrations. Together, these strategies increased student engagement, strengthened school connectedness, and contributed to a substantial reduction in disciplinary incidents among the students who had previously demonstrated the greatest behavioral needs.

Lowest Performance

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

Elementary English Language Arts (ELA) learning gains demonstrated the lowest performance compared to all other grade levels across the school. While middle and high school students showed improvements in ELA learning gains, elementary students experienced a decline from the previous school year. This indicates a need for targeted supports to address both academic and behavioral barriers that may be impacting student achievement.

A review of the data suggests that behavioral challenges impacted some students' ability to fully participate in collaborative learning opportunities, peer discussions, hands-on activities, and other enriching educational experiences that support literacy development. Because elementary students

benefit greatly from interactive and social learning environments, limited participation in these experiences may have affected their ability to develop critical reading, communication, and comprehension skills. Moving forward, Richard L. Sanders School will continue to strengthen Tier 1 instructional and Culture/Climate Practices, PBIS, restorative practices, and trauma-informed approaches to increase positive student engagement, foster meaningful peer interactions, and ensure all students have access to high-quality learning experiences that support improved ELA achievement and learning gains.

Greatest Decline

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

ELA Learning Gains demonstrated the greatest decline from the previous year, decreasing from 38% to 33% during the 2025–2026 school year. While the decline was modest, it highlights a need to strengthen Tier 1 Instructional practices and tiered instructional supports that help students access and demonstrate understanding of grade-level ELA content.

Given that ELA achievement is heavily dependent on students' ability to read, analyze, interpret, and comprehend complex informational texts. The root cause analysis suggests a need for stronger literacy interventions across content areas.

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.

When compared to the state average, all tested areas showed performance gaps, highlighting the need for continued instructional improvement across content areas. Contributing factors included inconsistent implementation of rigorous, standards-aligned instruction, tiered interventions for academic and behavior and staffing challenges that impacted instructional continuity and content-specific support.

To address these gaps, Richard L. Sanders School will continue strengthening Tier 1 instruction by ensuring all students engage in rigorous, grade-level learning experiences aligned to state standards and tiered academic supports. The school will also utilize ongoing progress monitoring, data-driven decision-making, and targeted feedback to support both student achievement and instructional effectiveness. These efforts will help increase learning gains, improve proficiency rates, and reduce achievement gaps across all content areas.

EWS Areas of Concern

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

1. Attendance
2. Student with two or more indicators

Highest Priorities

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

Literacy**Strengthen Tier 1 Core Instructional Practices and Systems**

Ensuring all students receive high-quality, standards-aligned instruction is the foundation of academic success. Priority will be placed on effective lesson planning, implementation of rigorous tasks, and ongoing formative assessment with feedback.

Increase Scholar Engagement

Actively engaging students in their learning through relevant, cognitively demanding, and collaborative activities will be a key focus. Strategies will include the use of interactive tools, real world connections, and student voice and choice in learning.

Strengthen Tier 1 Classroom Management Practices and Systems**Continue to Build a Campus Culture of Community and Empowerment**

Fostering a positive, inclusive school culture where students, staff, and families feel valued and empowered remains essential. We will continue to promote the Ron Clark House System, celebrate achievements, and provide meaningful opportunities for leadership and collaboration.

Strengthen Systems of Support Through MTSS to improve academic achievement, attendance and behavior

Implementing a Multi-Tiered System of Supports (MTSS) for academics, behavior and attendance will ensure that students receive timely, data-driven interventions tailored to their individual needs. This includes refining progress monitoring tools and ensuring fidelity of intervention delivery. Chronic absenteeism continues to be an area of concern. We will prioritize building systems to identify and address attendance issues early, while partnering with families and community stakeholders to remove barriers to daily attendance.

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.

Graduation/Acceleration specifically relating to Graduation

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.

Graduation rate remains a critical area of focus for Richard L. Sanders School as it serves as a key indicator of student success, postsecondary readiness, and long-term outcomes. During the 2025–2026 school year, the school's graduation rate increased to 81%, representing a significant 10 percentage-point increase from the 2024–2025 school year. Additionally, 100% of Exceptional Student Education (ESE) scholars graduated, demonstrating the effectiveness of supports and interventions provided to this student subgroup. While these results reflect notable progress, data also indicate that only 63% of Black scholars graduated, highlighting a persistent achievement gap that requires targeted attention and support.

Through targeted monitoring, individualized support, data-driven decision-making, and intentional interventions, Richard L. Sanders School will work to sustain the success demonstrated by ESE scholars while increasing graduation rates for Black scholars and all students. This area of focus was identified as a critical need through the review of prior-year data, which revealed both significant gains in overall graduation rates and ongoing opportunities to close achievement gaps and ensure every student is prepared for success beyond high school.

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 school goal is to increase the overall graduation rate from 81% to at least 90% by June 2027. In addition, Richard L. Sanders School will maintain a graduation rate of 95% or higher among ESE scholars while increasing the graduation rate of Black scholars from 63% to at least 75%.

To achieve these outcomes, Richard L. Sanders School will implement a comprehensive system of academic monitoring, graduation requirement tracking, credit recovery, mentoring, and individualized student support to ensure students remain on track for graduation. The school will strengthen

partnerships with local technical colleges and workforce development organizations to expose students to high-demand career pathways, industry certifications, and postsecondary training opportunities. Through college and career exploration activities, campus visits, guest speakers, dual enrollment opportunities, and career-focused field trips, students will gain a deeper understanding of the connection between high school graduation and future career success. These experiences are designed to increase student engagement, motivation, and persistence toward earning a diploma while providing clear pathways to employment and continued education. By connecting academic achievement with real-world opportunities, the school aims to improve graduation outcomes and ensure that all scholars are prepared for successful transitions into college, technical training programs, military service, or the workforce.

Monitoring

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

The school will also monitor student participation in credit recovery programs, mentoring opportunities, college and career readiness activities, and partnerships with local technical colleges and workforce organizations. Progress will be reviewed during Professional Learning Community (PLC) meetings, student support team meetings, and leadership team data reviews to evaluate the effectiveness of interventions and determine needed adjustments. Additionally, administrators and counselors will track student engagement, attendance, behavior, and enrollment in postsecondary exploration opportunities to ensure students remain connected to their graduation and career goals. Using a continuous improvement process of Plan, Do, Check, and Adjust, Richard L. Sanders School will regularly assess implementation fidelity and student outcomes to ensure progress toward increasing the overall graduation rate, maintaining high graduation rates for ESE scholars, and improving graduation outcomes for Black scholars.

Person responsible for monitoring outcome

Administration, Guidance Counselor

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:

Graduation Monitoring and Early Warning System Richard L. Sanders School will implement a comprehensive graduation monitoring and early warning system to identify students who may be at risk of not graduating on time. School counselors, administrators, and teachers will regularly review student attendance, course performance, credit accrual, behavior, and assessment data to identify barriers to graduation. Students identified as at-risk will receive individualized support plans that may

include academic interventions, credit recovery opportunities, mentoring, attendance supports, and family engagement. Particular attention will be given to monitoring and supporting Black scholars and other student groups whose graduation outcomes indicate a need for additional support.

Rationale:

Research demonstrates that early identification of students at risk of dropping out, combined with targeted interventions, significantly increases graduation rates. Regular monitoring of progress allows schools to provide timely supports before students fall behind in credits or graduation requirements. This intervention will help ensure all students remain on track toward earning a standard diploma.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

College, Career, and Technical Education Pathway Partnerships Richard L. Sanders School will strengthen partnerships with local technical colleges, workforce development organizations, and community partners to provide students with meaningful college and career exploration opportunities. Students will participate in campus visits, technical program tours, career fairs, guest speaker presentations, industry exposure experiences, and postsecondary planning activities. These experiences will help students understand the connection between high school graduation, technical training, industry certifications, and future career success. Special emphasis will be placed on exposing students to high-demand career fields and viable postsecondary pathways.

Rationale:

Students who can connect their education to future career opportunities are more likely to remain engaged in school and graduate on time. Exposure to career pathways and technical education opportunities increases motivation, helps students establish postsecondary goals, and provides a clear purpose for completing graduation requirements. This intervention supports both college and career readiness while encouraging students to persist toward graduation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Mentoring and Individualized Student Success Planning Richard L. Sanders School will implement a mentoring and student success planning program designed to provide individualized support for students throughout their high school experience. Students will participate in regular goal-setting conferences with counselors, teachers, administrators, or assigned mentors to review academic progress, graduation requirements, career goals, and postsecondary plans. Mentors will help students develop self-advocacy skills, monitor progress toward graduation milestones, and address challenges that may impact academic success. Additional supports will be provided for students identified as needing intensive intervention, including Black scholars and other at-risk student groups.

Rationale:

Research indicates that students who have strong relationships with supportive adults and participate in structured mentoring programs are more likely to attend school regularly, earn credits, and graduate on time. Individualized support helps students remain focused on their goals while increasing engagement, accountability, and persistence. This intervention promotes equitable outcomes by ensuring students receive the guidance and encouragement needed to successfully

complete graduation requirements.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 Graduation Status Reviews and Student Data Chats

Person Monitoring:

By When/Frequency:

Guidance Counselor, Teachers, Assistant Principal Quarterly

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

Counselors, administrators, and teachers will conduct quarterly graduation status reviews and individual student data chats to monitor credit accrual, attendance, academic performance, and progress toward graduation requirements. Students identified as at-risk will receive targeted supports and action plans to remain on track for graduation.

Action Step #2

Implement College, Career, and Technical College Exploration Opportunities

Person Monitoring:

By When/Frequency:

Assistant Principal, Guidance Counselor

Quarterly

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

The school will coordinate college and career readiness activities, including technical college visits, career fairs, guest speakers, workforce development partnerships, and postsecondary planning sessions to increase student awareness of career pathways and the importance of earning a high school diploma.

Action Step #3

Provide Mentoring and Individualized Student Success Planning

Person Monitoring:

By When/Frequency:

Teachers, Guidance Counselor, Mentors,
Administration Team

Monthly

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

Teachers, counselors, and mentors will meet regularly with students to establish graduation goals, monitor academic progress, discuss postsecondary plans, and provide ongoing support to address barriers that may impact graduation. Special attention will be given to students who are off-track, including Black scholars and other identified subgroups.

Area of Focus #2

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.

According to the 2026 Florida Standards Assessment (FSA) data, Black/African American students represented approximately 63% of the total student population. While the data showed encouraging growth in the number of Black/African American students making learning gains in Mathematics compared to the previous year, a significant achievement gap remains. The data also revealed that Black/African American students experienced an 8-percentage-point decrease in ELA learning gains compared to the previous year. On average, the percentage of Black/African American students demonstrating learning gains continues to be noticeably lower than that of their peers in ELA.

This area of focus was identified through a review of prior-year assessment data, schoolwide achievement trends, and subgroup performance reports. Although overall gains indicate that existing strategies are having a positive impact, the persistent disparity in learning gains highlights the need for continued and intentional support for Black/African American students. Addressing this gap is critical to ensuring equitable access to high-quality instruction and improving academic outcomes for the school's largest student subgroup.

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.

To address this need, the school will implement targeted instructional supports and progress-monitoring practices designed to accelerate student growth.

ELA Measurable Outcome:

By the end of the 2027 assessment cycle, the percentage of Black/African American students demonstrating learning gains in ELA will increase by at least 5 percentage points over the 2026 baseline, as measured by state assessment and progress-monitoring data.

Mathematics Measurable Outcome:

By the end of the 2027 assessment cycle, the percentage of Black/African American students demonstrating learning gains in Mathematics will increase by at least 5 percentage points over the 2026 baseline, as measured by state assessment and progress-monitoring data.

Schoolwide Equity Outcome:

The school will reduce the learning-gains gap between Black/African American students and their peers in both ELA and Mathematics by at least 3 percentage points during the 2026–2027 school year.

Monitoring

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

Progress toward these outcomes will be monitored quarterly through FAST progress-monitoring assessments, common formative assessments, and data chats to ensure students are on track to meet the established growth targets.

Person responsible for monitoring outcome

Administration Team

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:

Data-Driven Small-Group Instruction and Targeted Intervention (ELA and Mathematics) Teachers will utilize FAST progress-monitoring data, classroom assessments, and benchmark data to identify specific skill gaps among Black/African American students. Students who are not meeting proficiency or growth expectations will participate in targeted small-group instruction during intervention blocks. Instruction will focus on priority standards, differentiated learning tasks, scaffolding, and immediate feedback to accelerate academic growth.

Rationale:

Research indicates that targeted small-group instruction, when informed by assessment data and focused on identified skill deficits, leads to increased student achievement and learning gains, particularly for historically underperforming student groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Culturally Responsive Instruction and Student Engagement Strategies Teachers will implement culturally responsive instructional practices that connect learning to students' backgrounds, experiences, and interests. This will include incorporating diverse texts and perspectives, utilizing collaborative learning structures, maintaining high academic expectations, and building positive student-teacher relationships. These practices will increase engagement, attendance, and academic ownership among Black/African American students.

Rationale:

Research demonstrates that culturally responsive teaching improves student engagement, academic performance, and sense of belonging, particularly for Black/African American students. When students see themselves reflected in the curriculum and experience affirming learning environments, they are more likely to demonstrate increased academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Strengthen culturally responsive instructional practices through professional learning and classroom implementation.

Person Monitoring:

Administration Team, Classroom Teachers

By When/Frequency:

Ongoing

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

Teachers will participate in professional development focused on culturally responsive teaching, student engagement, relationship building, and high-expectation instructional practices to improve outcomes for Black/African American students.

Action Step #2

Implement data-driven small-group instruction and intervention cycles.

Person Monitoring:

Administration Team and Classroom Teachers

By When/Frequency:

Ongoing

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

Teachers will analyze FAST, district benchmark, and classroom assessment data to identify Black/African American students needing additional support and provide targeted instruction aligned to identified skill deficiencies in ELA and Mathematics.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Math, Science, 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.

The school-wide Area of Focus is strengthening Tier 1 instruction in English Language Arts (ELA), Mathematics, Science, and Social Studies to ensure all students receive high-quality, standards-aligned instruction during core learning time. Strong Tier 1 instruction emphasizes rigorous grade-level content, clear learning targets, student engagement, differentiated supports, frequent formative assessment, and instructional practices that meet the needs of diverse learners. Teachers will consistently implement evidence-based instructional strategies that promote critical thinking,

academic discourse, literacy development, problem-solving, and student ownership of learning across all content areas.

The data revealed a need to strengthen core instructional practices to ensure all students have consistent access to high-quality, grade-level instruction. Because learning gains are a key indicator of student growth and academic progress, the school determined that improving Tier 1 instruction is essential to increasing student achievement outcomes. By focusing on the effectiveness of core instruction across all classrooms and content areas, the school aims to improve student performance, accelerate learning growth, and ensure all students are on track for long-term academic success.

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.

To measure the effectiveness of the school's focus on Strong Tier 1 Instruction, the school has established the following measurable outcomes for the current school year:

Increase ELA learning gains from 33% to 45%, as measured by state and district assessment data.

Increase Mathematics learning gains from 42% to 55%, as measured by state and district assessment data.

Achieve implementation of Strong Tier 1 instructional practices in at least 80% of classrooms, as evidenced through classroom observations, instructional walkthroughs, and fidelity monitoring tools.

Success will be measured through ongoing analysis of student performance data, progress monitoring assessments, and classroom observation evidence. These measurable outcomes are intended to ensure that all grade levels demonstrate increased student growth through consistent, high-quality Tier 1 instruction in ELA, Mathematics, Science, and Social Studies.

Monitoring

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

The implementation and impact of the Strong Tier 1 Instruction Area of Focus will be monitored through a combination of classroom observation data, student performance data, and ongoing collaborative review processes.

The impact of implementation on student achievement will be monitored through ongoing analysis of multiple data sources, including district assessments, progress monitoring assessments, common formative assessments, and state assessment data. Grade-level and content-area teams will engage in regular data chats and Professional Learning Community (PLC) meetings to review student progress, identify trends, and adjust instruction based on student needs.

Person responsible for monitoring outcome

Administrative Team

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:

• Identifying critical content (Marzano & Toth) • Teacher clarity (Hattie, Fisher, Frye) • Explicit and systematic instruction • Corrective feedback • Differentiated instruction • Scaffolded instruction using small steps, guided practice, and gradual release • Ongoing progress monitoring aligned to priority standards and skills • Data-driven instructional adjustments based on student performance • Collaborative analysis of student data to inform planning and intervention • Collaborative learning • Classroom discussions • Positive relationships • frequent, intentional formative assessment embedded within daily instruction • Ongoing progress monitoring aligned to priority standards and skills • Use of checks for understanding that make student thinking visible (e.g., writing, discussion, quick responses)

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive ms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Deliver research-based phonics intervention (Great Leaps) AND we build a system that ensures students engage in it consistently.

Rationale:

Our scholars don't lack ability; they lack sustained engagement in structured, foundational reading practice. If we embed effective literacy practices and interventions to strengthen literacy skills, we will see learning gains in ELA and Math. We will support our most struggling readers by providing abundant opportunities for high-quality, culturally appropriate, research-based foundational skills instruction. Incentives are what ensure the scholars persist long enough for the research-based instruction to work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Identifying critical content

Person Monitoring:

Administrators

By When/Frequency:

Daily

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

Deepen understanding of the vertical progression of standards through ongoing study of grade-level expectations to ensure clarity around what students are expected to know, understand, and master. Use state and district resources, including the BEST Standards, benchmark clarifications, appendices, and PCS support documents, to identify and prioritize the critical content and expected outcomes that carry the full weight of the standards.

Utilize district curriculum resources and professional learning opportunities to engage in backward planning, strengthen understanding of the BEST Benchmarks, and provide all students with consistent access to complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standards.

Action Step #2

Structured Planning

Person Monitoring:

Administrators

By When/Frequency:

Weekly

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

Provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Action Step #3

Academic Discourse

Person Monitoring:

Administrators

By When/Frequency:

Daily

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

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, writing tasks, and class discussions.

Action Step #4

Research Based Phonics Intervention

Person Monitoring:

Administrator

By When/Frequency:

Weekly

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

We deliver research-based phonics intervention (Great Leaps) AND we built a system that ensures students engage in it consistently. We will monitor the engagement and performance reports from Great Leaps weekly.

Area of Focus #4

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Intervention, Professional Learning Communities, Small-group Instruction, Student Engagement

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.

Area of Focus: Strengthening Literacy - Strengthening literacy across campus is essential because literacy skills support success in all core content areas. Students must be able to read, write, speak, and think critically to access grade-level content in ELA, Mathematics, Science, and Social Studies. A review of prior-year data showed that literacy-related skills, including reading comprehension, academic vocabulary, and written responses, were barriers to student achievement and learning gains. By embedding literacy strategies across all classrooms, students will have consistent opportunities to engage with complex texts, academic discourse, and evidence-based writing. As literacy skills improve, students will be better equipped to meet the demands of all core content areas, resulting in increased academic performance, learning gains, and overall student success.

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 school will:

- Increase ELA learning gains from 33% to 45%, as measured by state and district assessments.
- Increase the percentage of students demonstrating proficiency on literacy-focused classroom and district assessments, including reading comprehension, vocabulary, and evidence-based writing tasks.
- Achieve literacy strategy implementation in 80% or more of classrooms, as evidenced through classroom walkthroughs and observations that monitor the use of literacy practices such as academic discourse, complex text engagement, vocabulary instruction, and writing across the curriculum.

Monitoring

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

These outcomes will be monitored throughout the school year to ensure that strengthening literacy instruction positively impacts student success in ELA, Mathematics, Science, and Social Studies.

Person responsible for monitoring outcome

Administrators

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:

• Writing to learn as a daily instructional routine across all content areas • Modeling through step-by-step demonstrations of writing processes and thinking • Frequent, standards-aligned writing tasks that require evidence, analysis, and explanation • High-impact instructional routines including advanced decoding, determining the meaning of Tier 2 words in context, close reading, repeated reading, cloze reading and reciprocal reading

Rationale:

These interventions were selected because they provide students with consistent opportunities to develop literacy skills across all content areas. Writing to learn, frequent standards-aligned writing tasks, and teacher modeling help students strengthen their ability to organize ideas, analyze information, and communicate their understanding using evidence. High-impact literacy routines, including advanced decoding, vocabulary instruction, close reading, repeated reading, and reciprocal reading, build students' capacity to comprehend complex texts and academic language. These strategies support deeper engagement with grade-level content while promoting critical thinking, discussion, and written expression. As a result, students will be better equipped to access and demonstrate learning in ELA, Mathematics, Science, and Social Studies, leading to improved academic achievement and learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Deliver research-based phonics intervention (Great Leaps) and we build a system that ensures scholars engage in it consistently.

Rationale:

Our students don't lack ability; they lack sustained engagement in structured, foundational reading practice. If we embed effective literacy practices and interventions to strengthen literacy skills, we will see learning gains. We will support our most struggling readers by providing abundant opportunities for high-quality, culturally appropriate, research-based foundational skills instruction. Incentives are what ensure they persist long enough for the research-based instruction to work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Model and Practice High-Impact Instructional Strategies

Person Monitoring:

Administrators

By When/Frequency:

Daily

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

Incorporate step-by-step demonstrations of instructional routines (e.g., phonics instruction, fluency practice, vocabulary in context, comprehension routines, etc.).

Support teachers in using gradual release (I do, we do, you do) to ensure mastery.

Model and practice High-Impact Writing Strategies.

Administrator provide coaching and feedback aligned to these practice

Action Step #2

Use Data to Drive Instruction and Monitor Progress

Person Monitoring:

Administrators

By When/Frequency:

Daily

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

Implement consistent progress monitoring tied to specific reading skills.

Provide professional development on key strategies from The Writing Revolution (e.g., sentence combining, sentence expansion, note-taking, outlining).

Support teachers in adjusting instruction based on student response

Action Step #3

Make thinking visible through writing

Person Monitoring:

Administrators

By When/Frequency:

Daily

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

- Establish daily opportunities for students to write in response to reading and instruction.
- Use writing tasks to check for understanding and reveal student thinking in real time.
- Incorporate short, frequent writing tasks (e.g., sentence responses, quick-writes) tied to lesson objectives
- Develop prompts that require students to explain, justify, and analyze using text evidence.

Action Step #4

Research based phonics interention

Person Monitoring:

Administrators

By When/Frequency:

weekly

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

Support struggling readers through research based instruction. We deliver research-based phonics intervention (Great Leaps) AND we built a system that ensures students engage in it consistently. We

will monitor the engagement and performance reports from Great Leaps weekly

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.

Creating and sustaining a positive, supportive school culture remains a priority at Richard L. Sanders School. To achieve this, the school will continue implementing Positive Behavioral Interventions and Supports (PBIS) through a structured Multi-Tiered System of Supports (MTSS) framework that promotes positive behavior, strengthens relationships, and addresses student needs proactively. The school will continue utilizing restorative practices and a house-system model inspired by the Ron Clark Academy to foster student engagement, school connectedness, leadership development, and a strong sense of belonging among students and staff. Additionally, STARR Commonwealth's Trauma-Informed Resilient Schools strategies will be embedded throughout the school environment to support the social-emotional well-being of students and ensure that staff are equipped to respond effectively to the impact of trauma on learning and behavior.

The 2026–2027 school year will mark the third year of implementation of these initiatives. During this time, the PBIS framework, house-system model, restorative practices, and trauma-informed strategies have gained significant traction among both students and staff and have proven to be effective across all grade levels. School data, observations, and stakeholder feedback indicate increased student engagement, stronger relationships, improved school climate, and a greater sense of community throughout the campus. As a result, Richard L. Sanders School will continue to refine and strengthen these systems to further promote positive behavior, improve student outcomes, and create a safe, inclusive, and supportive learning environment for all students, staff, and families.

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, Richard L. Sanders School continued to strengthen its Positive Behavioral Interventions and Supports (PBIS) framework, resulting in measurable improvements in student behavior and school climate. Analysis of discipline data revealed that the TOP 10% of scholars who received disciplinary referrals during the 2024–2025 school year earned an average of

60% fewer referrals during the 2025–2026 school year. Additionally, the percentage of students receiving out-of-school suspensions was reduced to less than 5% of the student population. While these outcomes demonstrate significant progress, data indicate that a substantial number of disciplinary referrals continue to result in school suspensions, highlighting the need to strengthen restorative practices and alternative approaches to discipline. Furthermore, implementation of the house system has contributed to a stronger sense of community and belonging among students and staff, with 95% of students earning points through the PBIS system, demonstrating high levels of participation and engagement.

Our school goal is to reduce the overall number of disciplinary referrals by an additional 20% by May 2027 and decrease the percentage of referrals resulting in school suspensions by 25% from the 2025–2026 baseline. The school will also maintain a rate of 95% or higher student participation in the PBIS point system and increase opportunities for students to engage in restorative practices, house-system activities, and positive behavior recognition programs.

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 and effectiveness of this Area of Focus will be monitored through ongoing analysis of schoolwide discipline data, PBIS participation data, attendance records, student surveys, and behavior trends across all grade levels. Administrators, teachers, counselors, and the PBIS team will review office discipline referrals, referral locations, behavior patterns, and suspension data monthly to identify areas of success and opportunities for improvement. Particular attention will be given to monitoring the number of referrals issued, repeat behavioral incidents, and the percentage of referrals resulting in in-school or out-of-school suspensions.

The PBIS team will meet regularly to evaluate the effectiveness of behavior interventions, restorative practices, and the house-system model. Data from the PBIS point system will be used to monitor student engagement, participation in positive behavior initiatives, and overall school connectedness. Student, staff, and family feedback will also be collected throughout the year to assess school climate, sense of belonging, and perceptions of safety and support.

Person responsible for monitoring outcome

Administration, PBIS Team, SBLT

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:

Positive Behavioral Interventions and Supports (PBIS) and House System Richard L. Sanders School will continue to implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework integrated with the school's house system model. Through the house system, students are recognized and rewarded for demonstrating positive behaviors, leadership, academic effort, attendance, and collaboration. The house system fosters a sense of belonging, school pride, healthy competition, and positive relationships among students and staff. Opportunities for students to earn points, participate in celebrations, and engage in house activities will reinforce behavioral expectations and strengthen the positive school culture.

Rationale:

Research demonstrates that PBIS improves student behavior, increases engagement, reduces disciplinary referrals, and contributes to a positive school climate. The school's data indicate that 95% of students actively participated in the PBIS point system and that the house system has strengthened relationships and community across the campus. Continuing to build upon this success will increase positive student behaviors while reducing office discipline referrals and suspensions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Restorative Practices Through the MTSS Framework The school will continue implementing restorative practices within the Multi-Tiered System of Supports (MTSS) framework to proactively address student behavior and reduce exclusionary discipline practices. Restorative circles, conflict-resolution conferences, reflective conversations, and problem-solving meetings will be utilized to help students understand the impact of their actions, repair relationships, and build social responsibility. Students requiring additional support will receive targeted behavioral interventions based on identified needs.

Rationale:

Restorative practices have been shown to reduce disciplinary incidents, improve student relationships, and decrease the use of suspensions. Because a significant percentage of referrals continue to result in school suspension, strengthening restorative approaches will provide staff with alternatives that keep students engaged in learning while addressing behavioral concerns in meaningful ways.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Trauma-Informed Resilient Schools Practices Richard L. Sanders School will continue implementing STARR Commonwealth's Trauma-Informed Resilient Schools strategies to support students' social-emotional and behavioral development. Staff will utilize trauma-informed approaches to build positive relationships, create supportive classroom environments, teach emotional regulation skills, and respond appropriately to student behaviors. Students will participate in activities designed to strengthen self-awareness, self-management, resilience, and interpersonal skills, creating a foundation for academic and behavioral success.

Rationale:

Students who experience adversity or trauma often require additional support to successfully engage in learning and maintain positive behaviors. Trauma-informed practices help staff understand the root causes of behavior, increase student connectedness, and reduce disciplinary incidents. By addressing students' social-emotional needs proactively, the school can improve both behavioral and academic outcomes while strengthening the overall school climate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 and Reinforce Schoolwide PBIS and House System Expectations

Person Monitoring:

PBIS Team, Teachers, House Leaders, Behavior Team, Administration

By When/Frequency:

Daily

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

Teachers and staff will consistently teach, model, and reinforce schoolwide behavioral expectations through PBIS lessons, house meetings, positive behavior recognition, and opportunities for students to earn house points. Staff will intentionally recognize and celebrate positive behaviors to strengthen student engagement, belonging, and school connectedness.

Action Step #2

Facilitate Restorative Practices and Tiered Behavioral Supports

Person Monitoring:

All Staff

By When/Frequency:

Daily

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

Teachers, counselors, and the behavior team will implement restorative circles, reflective conversations, conflict-resolution conferences, and individualized behavior interventions to address behavioral concerns and reduce disciplinary referrals and suspensions. Students identified as needing additional support will receive targeted interventions through the MTSS process.

Action Step #3

Monitor Behavior Data and Adjust Supports Through Quarterly Data Reviews

Person Monitoring:

Behavior Team, Assistant Principal, Principal, School Counselors

By When/Frequency:

Quarterly

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

The Behavior team and school leadership will conduct quarterly reviews of referral data, suspension data, PBIS participation rates, and student behavior trends to identify areas of need and adjust supports. Findings will be shared with staff during PLCs and faculty meetings to guide decisions that

strengthen school culture and increase positive student 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.

Information will be disseminated through the school website, parent meetings, workshops, and email communications. Information will be shared at the beginning of the school year and updated quarterly to ensure stakeholders remain informed and engaged. Quarterly updates will be provided during Title I Family Engagement Nights and posted on the school website for ongoing access and transparency. <https://sanders.pcsb.org/>

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)).

During the 2026-2027 school year, RLS will continue to strengthen relationships with parents, families, community partners, and other stakeholders through the ongoing implementation of the Ron Clark House Model. This model promotes a strong sense of community, belonging, and school connectedness through our PBIS framework while serving as a foundation for increasing family engagement. Each of the four houses will host at least one family-focused event per semester designed to meet the unique needs of their students and families, encouraging meaningful parent involvement and increased engagement on campus.

In addition, the school will host several signature family engagement events throughout the year, including a Title I Back-to-School Night in the fall, the Red Carpet Showcase in the winter, and a Build

Your Legacy Night in the spring. These events will provide families with opportunities to learn how to monitor their child's academic progress, access available school and community resources, and support both their child's educational success and their own lifelong learning goals.

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)).

To strengthen our academic program, we are focused on enhancing the student experience by increasing engagement, improving attendance, and cultivating a positive school culture and climate. We will partner with families and community organizations to build a strong network of stakeholders who support our scholars through mentorship, academic enrichment opportunities, and career exposure. To increase the quality of instruction, we have implemented common planning time for staff and designed a progressive professional development plan focused on standards-based instruction, real-world connections, and critical thinking. These efforts aim to increase both the amount and quality of learning time, while providing students with the tools they need for academic success and future career readiness.

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)).

Title I fund support MTSS Coach, and additional intervention support staff.

Student Services and Mental Health Supports:

We collaborate closely with the district's student services team, school counselors, and local mental health agencies to proactively support student well-being. These services help address trauma, social-emotional needs, and crisis situations that may otherwise disrupt learning.

Community Partnerships:

Partners like local churches, Duke Energy, Sheriff department, Girls Inc. ect, play a vital role in removing barriers to student success by providing food, hygiene items, and school supplies. These basic necessities help our students feel secure and ready to focus on their education.

Violence Prevention and PBIS Framework:

Our Positive Behavior Intervention and Support (PBIS) system is intentionally aligned with the needs of our students. Through behavior assemblies, consistent schoolwide expectations, and restorative

practices, we promote a safe and supportive learning environment.

School Nutrition Access:

We work with the district's Food and Nutrition Department to ensure that every student receives free breakfast and lunch daily. This consistency helps meet essential needs and removes a major obstacle to attendance and focus.

Career and College Readiness Exposure:

Through targeted community outreach, we offer students early exposure to post-secondary and workforce opportunities. For students these experiences help shift mindsets, build motivation, and create a clearer pathway to future success.

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)).

At Richard L. Sanders School, students' social-emotional well-being is prioritized through a comprehensive, multi-tiered system of support designed to address the whole child. School social workers, psychologists, and school counselors provide individual and group counseling services, crisis intervention, and ongoing support to help students develop healthy coping skills, emotional regulation, and positive decision-making strategies.

In addition, all scholars are offered the opportunity to participate in a Peer Counseling course that focuses on strengthening mental wellness, building positive relationships, and teaching practical, everyday coping strategies to support success both in and outside of the classroom. This course provides students with a safe environment to develop self-awareness, communication skills, resilience, and problem-solving abilities.

To further support students' social and emotional growth, scholars are paired with caring adults across the campus through the school's Mentor Moments initiative. These meaningful mentor-student connections provide encouragement, guidance, accountability, and a trusted support system that helps students build confidence, strengthen interpersonal skills, and develop a greater sense of belonging.

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)).

Richard L. Sanders School is committed to preparing scholars for success in college, careers, and the workforce by providing meaningful opportunities to explore postsecondary pathways and real-world career options. Scholars participate in college visits, technical college visits, and virtual career exploration experiences that expose them to a variety of educational and workforce opportunities. These experiences help students connect their learning to future goals and gain a better understanding of the skills and credentials needed for success after graduation.

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)).

Richard L. Sanders School implements a comprehensive, schoolwide tiered model of support to prevent and address problem behavior while ensuring early intervention services are coordinated with supports provided under the Individuals with Disabilities Education Act (IDEA). The school is focused on strengthening Tier 1 classroom management systems to create consistent, positive, and supportive learning environments across campus.

To support this work, the school has developed and implemented a cohesive classroom behavior matrix that clearly outlines expectations for all learning environments. Staff members consistently communicate and reinforce these expectations while utilizing a schoolwide PBIS framework with clearly defined criteria for earning PBIS points and recognizing positive student behaviors. These proactive practices promote positive behavior, increase student engagement, and maximize instructional time.

For students requiring additional support, the school utilizes its Multi-Tiered System of Supports (MTSS) framework to identify behavioral needs early and provide targeted interventions. Staff receive ongoing training and support to strengthen the effective implementation of Functional Behavioral Assessments (FBAs) and the development of individualized behavior interventions. Additionally, Tier 2 Success Plans are implemented for scholars who require supplemental behavioral supports to be successful. These plans are developed collaboratively with families, teachers, support staff, and students when appropriate to ensure interventions are aligned to each scholar's specific needs. Through strong Tier 1 systems, targeted Tier 2 interventions, and coordinated support services, Richard L. Sanders School is committed to creating a safe, structured, and supportive environment that promotes positive behavior, academic success, and social-emotional growth for all scholars.

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)).

Richard L. Sanders School provides weekly professional learning focused on strengthening Tier 1 instructional practices, progress monitoring, and data-driven interventions. Teachers and staff regularly analyze student data to identify needs, monitor growth, and adjust instruction to improve student outcomes. Professional development is aligned to the school's instructional priorities and supports the effective use of academic assessment data.

To support teacher retention, school leaders intentionally build relationships with staff through regular

check-ins, collaboration, and ongoing support. Additionally, all staff members belong to a House System that promotes teamwork, engagement, and a strong sense of belonging. These efforts help create a positive school culture that attracts, develops, and retains effective educators.

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