

Pinellas County Schools

# Sandy Lane Elementary School



## 2018-19 School Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>0</b>
<b>Current School Status</b>	<b>0</b>
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Sandy Lane Elementary School

1360 SANDY LN, Clearwater, FL 33755

<http://www.sandylane-es.pinellas.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	F*

### School Board Approval

This plan is pending approval by the Pinellas County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### 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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The mission of Sandy Lane Elementary is to provide student-centered, engaging and rigorous instruction in a safe learning environment to obtain measurable student growth for all.

#### Provide the school's vision statement

100% Student Success

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bauman, Kristina	Principal
Dedert, Melanie	Assistant Principal
Bennett, Marcy	Instructional Coach
Dubois, MaryBeth	Attendance/Social Work
Chandler, Charissa	Teacher, K-12

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

1. Facilitator – generates agenda and leads team discussions
2. Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
3. Instructional Coach – Data collection for ongoing progress monitoring/ brokers technology necessary to manage and display data/
4. Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
5. Time Keeper – helps team begin on time and ensures adherence to agreed upon agenda
6. Accountability manager- generates bi-weekly quick wins based on discussions; holds members accountable for accomplishing quick-wins.

The Principal provides a common vision for the use of data-based decision making, ensures that the school based team is implementing Response to Intervention (RTI), conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Multi-tiered System of Support (MTSS) implementation.

Administration/Instructional Coaches (Reading/Math) - Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening that provide early intervening services for children to

be considered “at Risk”; assists in the delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. IN addition to providing interventions, school social worker continue to link- child serving and community agencies to the schools and families to support the child’s academic, emotional, behavior, and social issues. Shares attendance data.

ESE VE – Participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching. In addition supports the monitoring of Tier I, Tier II intervention plans.

Guidance Counselor- Manages 504’s, schedules 504 meetings, updates team on guidance lessons and school/student needs. Liaison with county, state, and federal agencies. Supports the monitoring of Tier 1 and Tier 2 intervention plans. Implementation of Tier 1 and Tier 2 for behavior. Testing Coordinator.

Intervention Specialist- Disaggregates NWEA/MAP assessment data; TZ biweekly data, I-Ready data along with FSA data to create and provide small-group support to students. Attends planning meetings with teachers to offer guidance on differentiation of instruction.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Thursday 6/28/2018

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	27	15	16	15	13	0	0	0	0	0	0	0	86
One or more suspensions	1	2	13	4	14	8	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	40	50	21	0	0	0	0	0	0	0	111

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	8	6	6	0	0	0	0	0	0	0	21

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	27	15	16	15	13	0	0	0	0	0	0	0	86
One or more suspensions	1	2	13	4	14	8	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	40	50	21	0	0	0	0	0	0	0	111

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	8	6	6	0	0	0	0	0	0	0	21

**Part II: Needs Assessment/Analysis**

## Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

### Which data component performed the lowest? Is this a trend?

English Language Arts Learning Gains; 37% 2018 from 44% 2017  
ELA L25 Learning Gains; 43% 2018 from 48% 2017  
ELA Black to non-black performance; 21% Black, 53% White, 52% Hispanic

### Which data component showed the greatest decline from prior year?

ELA Achievement Grade 5; 26% 2018 from 28% 2017 (Same grade) and 26% 2018 from 31% 2017 (cohort).

### Which data component had the biggest gap when compared to the state average?

ELA Achievement; 34% Sandy Lane ES compared to Florida at 56%; difference of 22% points.  
Science Achievement.; 33% Sandy Lane ES compared to Florida at 55%; difference of 22% points.

### Which data component showed the most improvement? Is this a trend?

Science Achievement grew 20 points; 33% in 2018 from 20% in 2017.  
Math L25 Gains grew 15 points; 39% 2018 from 24% in 2017.

### Describe the actions or changes that led to the improvement in this area

Laser focus on the gaps in achievement for both the science and math standards. Data informed decisions created small groups for instruction focused on the gaps in achievement with the math and science standards. Additional science lab opportunities were created for grade 5 students who had gaps with the third and fourth grade science standards. Math fluency and math word problem competitions were created and boards Recognition for student growth was celebrated by administration and teachers.

## School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	50%	56%	28%	53%	55%
ELA Learning Gains	37%	47%	55%	44%	53%	57%
ELA Lowest 25th Percentile	43%	40%	48%	48%	47%	52%
Math Achievement	41%	61%	62%	34%	62%	61%
Math Learning Gains	39%	56%	59%	34%	61%	61%
Math Lowest 25th Percentile	39%	42%	47%	24%	48%	51%
Science Achievement	33%	57%	55%	20%	53%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (27)	0 (15)	0 (16)	0 (15)	0 (13)	0 (86)
One or more suspensions	0 (1)	0 (2)	0 (13)	0 (4)	0 (14)	0 (8)	0 (42)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (3)	0 (2)	0 (3)	0 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (40)	0 (50)	0 (21)	0 (111)

#### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

#### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	53	45		60	42		60				
BLK	21	30	33	30	34	44	17				
HSP	52	47		54	44						
SWD	12	6		22	29						
FRL	34	36	38	40	37	36	32				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	29	42		48	47						
BLK	23	39	38	29	29	17	13				
HSP	44	65		41	38						
SWD		33	50	10	29	27	8				
FRL	27	44	48	35	37	27	19				
ELL	45	82		36	25						

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:



Activity #1	
<b>Title</b>	Expectations for Standards Based Planning
<b>Rationale</b>	Results from the GAP Analysis: Creating Culture for Standards-based Planning
<b>Intended Outcome</b>	We have a shared mission and vision for standard based planning with clear expectations established by leadership.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
<b>Action Step</b>	<ol style="list-style-type: none"> <li>1. Set up the framework prior to preschool.</li> <li>2. Establish the why of standard based learning.</li> <li>3. Establish what the expectation of teachers during standard-based planning.</li> <li>4. Establish how standard-based planning will benefit students.</li> <li>5. Establish a calendar of set planning days.</li> <li>6. Establish grade level planning sessions analyzing student work.</li> <li>7. Administrator will close the planning session restating the work of the day and the "look fors" for the upcoming walk-through.</li> <li>8. Expectations for standards-based planning are shared with staff.</li> <li>9. Norms are established with staff.</li> <li>10. Learning Sciences International (LSI) will provide targeted onsite professional development supporting teachers and maximizing conditions for learning.</li> <li>11. Ongoing professional development for the Instructional Leadership Team and teachers through ANet:</li> </ol>
<b>Description</b>	<p>Achievement Network Effective Leadership</p> <ul style="list-style-type: none"> <li>• Achievement Network will provide support in the following areas:</li> <li>• Leader Lever 1: Build a strong command of the standards</li> <li>• Leader Lever 2: Use data to tailor instruction for scholars</li> <li>• Leader Level 3: Focus on a small number of instructional priorities</li> <li>• Leader Lever 4: Develop teachers' ability to deliver strong instruction</li> <li>• Leader Lever 5: Build a strong leadership team</li> </ul> <p>Ambitious Instruction and Learning Setting a vision for instruction schools that focus your time and energy on just one or two instructional priorities are more likely to see positive change in teacher practice and scholar learning. ANet coaches work with you to choose priorities that will have the greatest positive impact for your particular school. Throughout the year, coaches help you take action and monitor progress on those priorities. Establishing structures for collaboration and support ANet coaches will help us create structures that will advance our priorities and support strong teaching and learning cycles, including • an instructional leadership team to drive the work; • regular time for teachers to collaboratively plan from standards and analyze data and/ or scholar work; • routines to give teachers high-quality feedback; and • time reserved for meaningful leader reflection and preparation. Building content knowledge through planning and analysis</p> <p>With each teaching and learning cycle, teachers deepen their content knowledge and hone</p>

their skills at planning, analysis, and instructional delivery. With support from your coach and the PD support provided, you develop increasing skill and independence by facilitating this work. Learning from ANet's network of partners allows you to have access to the best practices of ANet's network of partner schools through regular professional learning events throughout the school year. We will take a deep dive into the shifts, using sample assessment items to guide instruction, integrating close reading/text-dependent questions/ rigorous math tasks into instruction, and standards-based learning walks in schools.

#### Instructional Programs and Strategies

Each series of professional learning opportunities has a specific set of outcomes. It will be dependent on participants to implement learning from the series in our schools. The work of leaders and teachers would be to ensure that what is learned is practiced within the classroom or in planning sessions. Learning walks and/or artifact review will allow ANet facilitators to support participants' understanding and support of implementation.

#### Resources

##### Standards-Aligned Planning and Instructional Tools & Professional Learning

All schools will receive access to ANet's online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online "quiz tool" through our proprietary platform, yet. We will be able to create our own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

**Person Responsible** Kristina Bauman (baumank@pcsb.org)

#### Plan to Monitor Effectiveness

**Description** The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings.  
District and State walk-through trends align to the Instructional Leadership trends

**Person Responsible** Kristina Bauman (baumank@pcsb.org)

Activity #2	
<b>Title</b>	Regularly check for effective transfer of planning to instructional practice.
<b>Rationale</b>	Results from the GAP Analysis: Creating Culture for Standards-based Planning
<b>Intended Outcome</b>	Instructional Leadership Team regularly check for effective transfer of planning to instructional practice: standards based and aligned tasks.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Train the leadership team to conduct Instructional Leadership Walks using low-inference notes.</li> <li>2. Leadership Team creates a schedule for Instructional Leadership walks.</li> <li>3. Instructional Coaches and Administration conduct Instructional Leadership Walks according to established calendar.</li> <li>4. Leadership Team will look for patterns of task alignment to standard using low inference notes.</li> <li>5. Leadership Team will meet weekly to address: coaching cycles, difficult conversations, and professional development.</li> <li>6. Leadership Team facilitates whole staff PLC's for vertical articulation using student work.</li> <li>7. Leadership Team facilitates data chats to analyze student data.</li> </ol>
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings.</p> <p>District and State walk-through trends align to the Instructional Leadership trends.</p>
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)

Activity #3	
<b>Title</b>	English Language Arts Learning Gains
<b>Rationale</b>	2018 FSA English Language Arts Learning Gains declined from the 2017 FSA. Grade 4 and 5 showed a decline in same grade comparison and/or cohort comparison. Students with a disability showed a decline in learning gains on the Math FSA.
<b>Intended Outcome</b>	Students in grades 4 and 5 will show adequate learning gains following the state definition of learning gains. Students with a disability will show adequate learning gains following the state definition of learning gains.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
<b>Action Step</b>	
<b>Description</b>	The Instructional Leadership Team will update the FSA student spreadsheet to identify students in the Lowest 25, the students who did not make learning gain, and the students who did make learning gains.
	The Instructional Leadership Team will create targeted small groups using standard based information from the FSA and NWEA.
	The Instructional Leadership Team will meet with individual classroom teachers in grades 4 and 5 to create an action plan of goal setting for the class and students.
	The ELA Instructional Coach will meet with each grade weekly to create standard based lessons with a focus on how differentiation will occur for targeted students.
	I-Ready Reading & Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math.
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	The Instructional Leadership Team and classroom teachers will use the bi-weekly assessments, MAP, IReady, and Running Record to assess the effectiveness of instruction as it relates to student performance.
	Data chats will be conducted vertically and horizontally to monitor the instruction and student performance.
	The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings. District and State walk-through trends align to the Instructional Leadership trends
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)

Activity #4	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	Grade 4 and 5 showed a decline in same grade comparison and/or cohort comparison on the Math FSA. Students with a disability showed a decline in learning gains on the Math FSA.
<b>Intended Outcome</b>	Students in grades 4 and 5 will show adequate learning gains following the state definition of learning gains. Students with a disability will show adequate learning gains following the state definition of learning gains.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
Action Step	
<b>Description</b>	The Instructional Leadership Team will update the FSA student spreadsheet to identify students in the Lowest 25, the students who did not make learning gain, and the students who did make learning gains.
	The Instructional Leadership Team will create targeted small groups using standard based information from the FSA and NWEA.
	The Instructional Leadership Team will meet with individual classroom teachers in grades 4 and 5 and the VE teachers to create an action plan of goal setting for the class and students.
	The Math Instructional Coach will meet with each grade weekly to create standard based lessons with a focus on how differentiation will occur for targeted students. VE teachers will participate in collaborative planning with fourth and/or fifth grade.
	I-Ready Reading & Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math.
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)
Plan to Monitor Effectiveness	
<b>Description</b>	The Instructional Leadership Team and classroom teachers will use the bi-weekly assessments, MAP, and IReady to assess the effectiveness of instruction as it relates to student performance.
	Data chats will be conducted vertically and horizontally to monitor the instruction and student performance.
	The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings. District and State walk-through trends align to the Instructional Leadership trends
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)

<b>Activity #5</b>	
<b>Title</b>	Bridging the Gap with Equity for all: Black Students
<b>Rationale</b>	There is a gap in proficiency for ELA and Math FSA proficiency.
<b>Intended Outcome</b>	Students will show adequate learning gains following the state definition of learning gains.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
<b>Action Step</b>	
<b>Description</b>	<p>1. Instructional Coaches will work with teachers to:</p> <p>a.) strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.</p> <p>b.) Engage students in the reading and writing process by creating a sense of agency and amplifying student voice. Ensuring students read and write with curiosity and not only asking "What does this text say?" but also, "What does this text say to me? How does this change who I am? How might it change what I do in the world?"</p> <p>c.) engage teachers to use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.</p> <p>2. Administrators, instructional coaches, and teachers engage in English Language Arts and Mathematics-focused learning walks using district provided walk-through tools..</p> <p>3.I-Ready Reading &amp; Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math.</p>
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>- The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings.</li> <li>- The Instructional Leadership Team and classroom teachers will use the bi-weekly assessments, MAP, IReady and Running Record to assess the effectiveness of instruction as it relates to student performance.</li> <li>- Data chats will be conducted vertically and horizontally to monitor the instruction and student performance.</li> <li>- District and State walk-through trends align to the Instructional Leadership trends.</li> </ul>
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)

Activity #6	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	22% gap compared to the state average; 33% Sandy Lane compared to 55% Florida.
<b>Intended Outcome</b>	Science proficiency scores will increase by 10% points.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
Action Step	
	The Science Instructional Coach update the student spreadsheet to identify students in grade 5 who have a gap of achievement based on the Science Diagnostic Assessment.
	The Instructional Leadership Team will create targeted small groups using standard based information from the NGSSS and NWEA.
<b>Description</b>	<p>The Instructional Leadership Team will meet with individual classroom teachers in grades 5 to create an action plan of goal setting for the class and students to identify and create a scope and sequence. The information from the diagnostic test will be shared with grades 3 and 4 for instructional planning purposes.</p> <p>The Science Instructional Coach will meet with grade 5 bi-weekly to create standard based lessons with a focus on how differentiation will occur for targeted students.</p>
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)
Plan to Monitor Effectiveness	
	The Instructional Leadership Team and classroom teachers will use the district created assessments to assess the effectiveness of instruction as it relates to student performance.
<b>Description</b>	<p>Data chats will be conducted vertically and horizontally to monitor the instruction and student performance.</p> <p>The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings.</p> <p>District and State walk-through trends align to the Instructional Leadership trends</p>
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)

Activity #7	
<b>Title</b>	Integrated curriculum project-based lessons and learning strategies
<b>Rationale</b>	a. Research cites evidence that students' Language Arts and Mathematics performance have a positive correlation with Arts integration. Sandy Lane Elementary School for Performing and Visual Arts is developing an Arts integrated curriculum (Math, ELA, Science, Social Studies, Visual Arts, Performing Arts) to enhance student engagement, decrease discipline incidents and increase learning gains for all student populations. This training will continue to provide teachers the standard-based content and pedagogical tools needed for rigorous integrated instruction.
<b>Intended Outcome</b>	Teachers will integrate curriculum project-based lessons and learning strategies into their lessons.
<b>Point Person</b>	Kristina Bauman (baumank@pcsb.org)
Action Step	
<b>Description</b>	Create and provide training opportunities for an introduction into the visual and performing arts, hands-on learning and project-based model lessons in the following areas, and planning for natural alignment in our Florida State Standards.
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)
Plan to Monitor Effectiveness	
<b>Description</b>	Data chats will be conducted vertically and horizontally to monitor the instruction and student performance. The Instructional Leadership Team (ILT) will hold each other accountable each week during ILT meetings. District and State walk-through trends align to the Instructional Leadership trends.
<b>Person Responsible</b>	Kristina Bauman (baumank@pcsb.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Currently completing and revising Parent Involvement Plan. Will be completed by August 3, 2018.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



Our school ensures the social-emotional needs of all our students by providing many programs and other student services. We have a full time Psychologist, counselor and Social worker.

As mentioned above, we have many programs after school to help support the emotional needs of our students, such as Girls on the Run, 5000 Role Models, Girlfriends, Arts and Craft Club, Board Games club and the STEM club. Our school also has a Pass Executive Partnership with Clothes to Kids, which allows our families free clothing. The Pack N Sack program is available to allow our students free food and we are partners with the Big Brothers Big Sisters program, which further supports our students.

We will offer teacher mentors for all students; which will address the following areas that impact the social emotional needs of students: academic and attendance.

Bi-monthly meetings with support personnel and members of the School Leadership Team will provide on-going progress monitoring to assist us in identifying early warning indicators that impact the social-emotional needs of students. Quick-wins will be created during the bi-monthly meetings to monitor planned interventions and provide a level of accountability for all instructional support personnel.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

An Kindergarten Orientations is held in the spring to inform the parents of upcoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students. Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects

Ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

For our 5th grade students, we will offer visits to middle school for shadow days. We also have a 5th grade assembly to prepare students for the middle school expectations and transition. Additionally, we have scheduled a 5th grade AVID parent night to focus on middle school expectations.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS team, (formerly SBLT) will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. The focus of the MTSS team will follow the following five structures of well-designed MTSS and PLC teams:

1. Assessment 2. Academic 3. Behavior 4. Social-Emotional 5. Intervention

The team meets weekly to engage in the following activities that support the five structures of MTSS and PLCs: 1. Review FSA, biweekly assessment data, teacher created formative/summative assessments, universal screening data and attendance data to inform instructional decisions for lesson planning; 2. Review progress monitoring data at the grade level and classroom level to identify students who are

meeting/exceeding benchmarks; 3. Create interventions for students with need; 4. Monitor success of interventions for pre-identified students; those at moderate risk or high risk for not meeting benchmarks.

A member of the MTSS team will present trends and success of interventions at the three RTI Tier levels to the staff on a monthly basis. Based on the above information, evaluate implementation, make decisions, and practice new processes and align resources (human resources and material resources.)

We follow the problem solving process:

Step 1: Define what it is that we want students/educators/systems to know and be able to do.

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

Some important things to consider when using a data-based problem-solving model: 1. A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. 2. The use of scientifically based or evidence-based practices should occur whenever possible. 3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan. 4. The problem-solving process is applicable to all three tiers of instruction and intervention.

Following that process a school wide Tier 1 plan will be put into place, complete with an action plan identifying action steps, persons responsible with a time line and data collection and monitoring effectiveness of the plan in place.

#### Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

#### Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

#### Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Our teachers receive onsite professional development through site based reading coach and the district

math coach.

#### Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

#### Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology). Sandy Lane Elementary has a full time social worker.

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Sandy Lane offers Promise Time, Saturday School and Extended Learning before school.

#### Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Sandy Lane Elementary is a 100% CEO school. All students receive free breakfast and lunch.

#### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Our school implements AVID in grades K-5. AVID supports students to utilize collaborative learning strategies and study skills to be successful during instruction and at home. Teachers intentionally plan AVID strategies per grade level and utilize these strategies on a daily basis. They also utilize AVID culturally responsive strategies to embed student-centered culturally relevant classroom communities.

We partner with the United Way and Big Brother, Big Sister to offer support to ensure our students have the necessary academic, social and behavioral supports.

### Part V: Budget

Total:	\$151,620.00
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