

Polk County Public Schools

Doris A. Sanders Learning Center



2018-19 Schoolwide Improvement Plan

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Doris A. Sanders Learning Center

1201 ENCHANTED DR, Lakeland, FL 33801

<http://schools.polk-fl.net/dslc>

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)
Combination School PK-12	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	50%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Polk 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.

To learn, achieve and believe in our potential.

Provide the school's vision statement.

All students will experience success in attaining educational goals, exhibit universally acceptable social behavior, communicate effectively, participate in community experiences and become productive members of society.

School Leadership Team

Membership

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

Name	Title
PEAVEY, DEBRA	Principal
Driver, Kathleen	Assistant Principal
Duque, Giselle	School Counselor
Grimes, Jan	Teacher, ESE
Fitzgerald, Amy	Teacher, ESE
Murray, Sherry	Teacher, ESE
Szumslanski, David	Teacher, ESE

Duties

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

The Leadership Team meets weekly to discuss academic, behavioral/discipline, and attendance concerns. The team reviews data that is collected from pre-post assessments, reviews behavioral incidents and the response in order to plan for future incidents, reviews attendance concerns for individual students, discuss staff plans for activities for academic and social areas and addresses issues that need to be addressed as a school as well as parent involvement and concerns or issues that they may have.

The teacher members of the Leadership Team then head up the collaborative planning meetings with their department each week. They plan lessons, discuss schedules, look at concerns with students, address school concerns and work to implement the academic Access Points and IEP Goals for the students.

Early Warning Systems

Year 2017-18

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	2	3	5	2	5	2	6	7	4	7	1	1	45
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	3	3	3	0	9	6	7	4	0	0	35

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	2	2	1	0	6	3	4	2	0	0	20

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	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Wednesday 6/20/2018

Year 2016-17 - 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	1	1	0	0	1	1	1	2	0	1	0	0	0	8
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	1	1	0	0	1	1	1	2	0	1	0	0	0	8

Year 2016-17 - 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	1	1	0	0	1	1	1	2	0	1	0	0	0	8
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	1	1	0	0	1	1	1	2	0	1	0	0	0	8

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?

FSAA Math 27 2016 - 17 37
FSAA EOC Geometry 7 2016 - 17 5
FSAA EOC Algebra 1 3 2016 - 17 6

There is not enough data to compare at this time to say it is a trend.

Which data component showed the greatest decline from prior year?

FSAA EOC Geometry by 2 students

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

NA

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

FSAA Math
We only have 2 years of data to compare at this time

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

Identifying and teaching to the standards

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	0%	54%	60%	0%	56%	55%
ELA Learning Gains	0%	52%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	46%	52%	0%	50%	49%
Math Achievement	0%	55%	61%	0%	54%	56%
Math Learning Gains	0%	54%	58%	0%	52%	54%
Math Lowest 25th Percentile	0%	51%	52%	0%	48%	48%
Science Achievement	0%	48%	57%	0%	52%	52%
Social Studies Achievement	0%	85%	77%	0%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (1)	2 (1)	3 (0)	5 (0)	2 (1)	5 (1)	2 (1)	6 (2)	7 (0)	4 (1)	7 (0)	1 (0)	1 (0)	45 (8)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	3 (0)	3 (0)	0 (0)	9 (0)	6 (0)	7 (0)	4 (0)	0 (0)	0 (0)	35 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	51%	-51%	57%	-57%
	2017	0%	53%	-53%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017	0%	45%	-45%	52%	-52%
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	56%	-56%	62%	-62%
	2017	0%	58%	-58%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017	0%	39%	-39%	51%	-51%
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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
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

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	
Title	ELA K - 12
Rationale	To increase student achievement.
Intended Outcome	Increase the FSAA ELA scores and student learning
Point Person	Kathleen Driver (kathleen.driver@polk-fl.net)
Action Step	
Description	The curriculum committee will meet weekly/and 4 days during the summer for planning (special activity log) and will continue to organize, develop and fine tune the ELA curriculum that supports the standards/access points taught in classroom lessons. The committee will also purchase/provide curriculum materials that support each unit (books, manipulatives, games, puzzles, flannel board materials).
Person Responsible	Sherry Murray (sherry.murray@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Pre/Post test for each unit, and ELA FSAA data will be used by teachers to analyze and discuss student progress during collaborative planning and leadership meetings.
Person Responsible	Kathleen Driver (kathleen.driver@polk-fl.net)
Activity #2	
Title	Communication - students
Rationale	All students need a form of communication
Intended Outcome	To increase student communication skills
Point Person	[no one identified]
Action Step	
Description	With the help of the speech pathologist, teachers and parents will utilize communication methods to ensure that each student has a means of communicating. Parent meetings will be held to educate and assist. Communication devices, technology items, software, posters, ink, lamination materials, binding machine with materials, 3-D printer and materials and other communication materials that will be needed will be provided/purchased to support student communication.
Person Responsible	Christina LeBlanc (christina.leblanc@polk-fl.net)
Plan to Monitor Effectiveness	
Description	ELA units tests and activities Agenda and sign-in sheets from parent meetings
Person Responsible	Kathleen Driver (kathleen.driver@polk-fl.net)

Activity #3	
Title	Math/Algebra/Geometry
Rationale	88 % of our students scored a Level 1 or 2 in FSAA Math, 70% of students tested scored Level 1 or 2 on Algebra, and 100% of our students scored a Level 1 or 2 on the Geometry test.
Intended Outcome	To increase the number of students functioning on a Level 2 or 3 on the FSAA Math/Geometry/Algebra
Point Person	[no one identified]
Action Step	
Description	Curriculum committee will meet weekly and 4 days in the summer (special activity log) and will develop a weekly assignment guide that aligns with the Access Point Standards for teachers to use when writing lesson plans for their students. The curriculum committee will purchase/provide materials to expand weekly instruction with manipulatives, activities, books, computer/smart board materials to increase student learning.
Person Responsible	Amy Fitzgerald (amy.fitzgerald@polk-fl.net)
Plan to Monitor Effectiveness	
Description	FSAA Math/Geometry/Algebra I EOC assessments
Person Responsible	Kathleen Driver (kathleen.driver@polk-fl.net)

Activity #4	
Title	Parent Involvement
Rationale	Keeping learning consistent between home and school is essential to the students learning. When what is learned at school is coupled with what the parents do at home and vice versa it is beneficial for the student in every way.
Intended Outcome	Improve the quality of parent conferences between teacher and parent Encourage and build attendance at end of the ELA unit activities planned throughout the school year as well as other school functions
Point Person	DEBRA PEAHEY (debra.peavey@polk-fl.net)
Action Step	
Description	Teachers will work towards developing plans that will detail how as individuals or by department they will build parent involvement with the students in their class. In addition to the required IEP meeting, teachers will hold at least one parent conference where they will talk about Title I requirements (compact, academic needs, etc.). At the end of each ELA unit the curriculum committee has built in an activity to involve the parents wrapping up one unit and introducing the next and will show the parents how they can help at home. These are scheduled throughout the school year and information will be provided in many ways (agenda planner, USPS letters, activity materials, newsletters, use at home materials such as core boards, etc.) Parents will also be provided with a daily student agenda planner to keep communication flowing between home and school
Person Responsible	DEBRA PEAHEY (debra.peavey@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Teacher conference log with a face-to-face conference documented with each parent and agenda's and sign-in sheets for each ELA activity throughout the school year.
Person Responsible	DEBRA PEAHEY (debra.peavey@polk-fl.net)

Activity #5	
Title	Attendance
Rationale	In looking at the number of students who had less than 90% attendance through the school year, we need to increase the attendance rate of our students.
Intended Outcome	To decrease the number of students having less than 90% attendance through the year
Point Person	DEBRA PEAHEY (debra.peavey@polk-fl.net)
Action Step	
Description	Will review the withdrawal process of students with the secretaries Will work on the student sign-in and sign-out to make sure the students are in attendance for the majority of the day.
Person Responsible	DEBRA PEAHEY (debra.peavey@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Early warning system findings for the 2018 - 2019 school year
Person Responsible	DEBRA PEAHEY (debra.peavey@polk-fl.net)

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, Â§ 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students.

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

Students may attend our school from age 3-22. Classrooms are made up of mixed grade levels. When students are staffed to attend DSLC a staffing committee convenes to discuss the needs of the students. The parents and staff of the school then meet to discuss specific needs of the student. Due to our ratio of 3 students to 1 staff

person, a great deal of attention is provided to students easing the transition into our environment. For students transitioning out of school at age 22, DSLC has informed and assisted the parents of the student regarding services available to the family post education. Beginning at age 13 transition IEPs are developed, where the focus shifts from academics to functional life and work readiness skills. Parents are teamed with State Agencies to develop plans for the students. In addition, an Agency Fair is provided annually, bringing multiple vendors in to advise parents of possible resources at their disposal.

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 Leadership Team works with District supervisors, other principals, school leaders, and support staff to plan for curriculum, scheduling, personnel, instructional strategies, behavioral strategies and parent involvement activities. Personnel and budget levels are set by the district office and communicated to the school the principal in collaboration with the Leadership team develops staff and student assignments. The operating and Title I budget worksheets are completed based on identified school needs. The SAC approves the Title I budget.

The Title I Part A funds provide supplemental instructional resources and interventions so that all students achieve academic success.

We are an all ESE center school. Due to the low cognitive disabilities our students have their ESE overrides the ESOL services. ESE district support is available and assists through IDEA with staffing and some supplies utilized in the school.

Title II professional development resources are available to all schools to provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by finding district recruitment personnel, recruitment initiatives both within and outside the school district.

Title IX funds for Homeless or HEARTH Program needs provide for support of students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students. School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II - D funds as made available. Staff needs are assessed and professional development set based on unique needs of our students. When appropriate funds are asked for to make sure staff is trained in needed areas of academic/technology applications.

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

Students at DSLC focus on employability and life skills. After the age of 18, students education focuses on rudimentary job skills that can be taught both on and off campus. We work with students on job skills such as reporting to work on time, clocking in, following directions, asking for help, taking breaks appropriately, appropriate social interactions, money skills, and access to transportation. Students participate in learning about daily living skills, such as, cleaning, cooking, laundry, grocery shopping, and hygiene skills.

Part V: Budget

Total:

\$4,000.00