

Polk County Public Schools

Doris A. Sanders Learning Center



2019-20 Schoolwide Improvement Plan

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Doris A. Sanders Learning Center

1201 ENCHANTED DR, Lakeland, FL 33801

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

Demographics

Principal: Holly Melton

Start Date for this Principal: 6/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

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<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	Job Duties and Responsibilities
Bruno, Polly	Principal	<p>The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.</p>
Driver, Kathleen	Assistant Principal	<p>The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.</p>
Duque, Giselle	School Counselor	<p>The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.</p>
Fitzgerald, Amy	Teacher, ESE	<p>The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.</p>
Murray, Sherry	Teacher, ESE	<p>The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and</p>

Name	Title	Job Duties and Responsibilities
		attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.
Szumlanski, David	Teacher, ESE	Mr. Szumlanski is our behavior interventionist and part of the leadership team. The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.
LeBlanc, Christina	Other	Speech Therapist The leadership team meets weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2	5	3	9	8	7	10	3	9	13	4	11	23	107
Attendance below 90 percent	1	4	2	6	5	3	3	4	3	5	0	4	8	48
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 with two or more early warning indicators:

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

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

FTE units allocated to school (total number of teacher units)

17

Date this data was collected or last updated

Thursday 6/20/2019

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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	1	0	6	3	4	2	0	0	20

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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	1	0	6	3	4	2	0	0	20

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	61%	61%	0%	56%	57%
ELA Learning Gains	0%	58%	59%	0%	53%	57%
ELA Lowest 25th Percentile	0%	49%	54%	0%	44%	51%
Math Achievement	0%	61%	62%	0%	52%	58%
Math Learning Gains	0%	56%	59%	0%	50%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	44%	50%
Science Achievement	0%	52%	56%	0%	49%	53%
Social Studies Achievement	0%	79%	78%	0%	68%	75%

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	
Number of students enrolled	2 (0)	5 (0)	3 (0)	9 (0)	8 (0)	7 (0)	10 (0)	3 (0)	9 (0)	13 (0)	4 (0)	11 (0)	23 (0)	107 (0)
Attendance below 90 percent	1 (0)	4 (2)	2 (3)	6 (5)	5 (2)	3 (5)	3 (2)	4 (6)	3 (7)	5 (4)	0 (7)	4 (1)	8 (1)	48 (45)
One or more suspensions	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)
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)	0 (3)	0 (3)	0 (3)	0 (0)	0 (9)	0 (6)	0 (7)	0 (4)	0 (0)	0 (0)	0 (35)

Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	51%	-51%	57%	-57%
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	56%	-56%	62%	-62%
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	42	50	19	34		5	60			
BLK	27	42		29							
HSP				9							
WHT	13	44		15	37						
FRL	12	38		16	47						
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	226
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	9
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our students take the FSAA. Our lowest performing area were : Level 1 for Math 66% and Level one for ELA 58%, all subgroups will be targeted.

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

The greatest decline came from scoring a level 4 in both ELA and Math (.02% & .03), this is the equivalent of 1 student difference from last year to this year.

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.

Our students take FSAA

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

There was an increase in ELA from .08% to 15% and Math there was an increase from .05% to 14% in Level 3 achievement. The score increase were related to the change in a standards based curriculum with targeted task alignment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance

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

1. Improvement in Mathematics all subgroups
2. Improvement in ELA all subgroups
3. Improvement in attendance all subgroups
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improvement of ELA test scores
Rationale	To increase student achievement.
State the measurable outcome the school plans to achieve	Student scoring a level one in ELA will be decreased and there will be an increase in FSAA ELA scores in all subgroups..
Person responsible for monitoring outcome	Polly Bruno (polly.bruno@polk-fl.net)
Evidence-based Strategy	Teachers will utilize target task alignment based on standard based instruction to increase student test scores.
Rationale for Evidence-based Strategy	Evidenced based instruction is based on LSI implementation will be used to increase student achievement.
Action Step	
Description	<p>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 provide curriculum materials that support each unit (books, manipulative, games, puzzles, flannel board materials). Teachers will be trained on material Students will participate in activities Administration will monitor the implementation and provide feedback.</p>
Person Responsible	Kathleen Driver (kathleen.driver@polk-fl.net)

#2	
Title	Communication - students
Rationale	All students need a form of communication
State the measurable outcome the school plans to achieve	To increase student communication through the use of Core Boards. Every student has a voice and should be taught how to use their voice
Person responsible for monitoring outcome	Christina LeBlanc (christina.leblanc@polk-fl.net)
Evidence-based Strategy	Utilizing the Core Boards as a means of communication for our students that are unable to utilize their expressive language skills.
Rationale for Evidence-based Strategy	With the help of the speech pathologist, teachers and parents will utilize communication methods to ensure that each student has a means of communicating. Through the use of the Core Boards our teachers will be trained on how to show our students how to utilize their expressive voice. These students may be non communicative in the traditional sense but with the core board, the student can and will be able to use their "voice"
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will receive training on the use of the core board 2. Administration will monitor the use of the core board and provide feedback 3. 4. 5.
Person Responsible	Polly Bruno (polly.bruno@polk-fl.net)

#3	
Title	Math
Rationale	To increase our students proficiency levels in Algebra, Geometry and FSAA Math in all subgroups.
State the measurable outcome the school plans to achieve	Student scoring a level one in Math will be decreased and there will be an increase in FSAA, Algebra, Geometry and Math scores.
Person responsible for monitoring outcome	Polly Bruno (polly.bruno@polk-fl.net)
Evidence-based Strategy	Teachers will utilize target task alignment based on standard based instruction to increase student test scores.
Rationale for Evidence-based Strategy	Evidenced based instruction is based on LSI implementation will be used to increase student achievement
Action Step	
Description	<p>1. 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 provide curriculum materials that support each unit (books, manipulative, games, puzzles, flannel board materials). Teachers will be trained on material Students will participate in activities Administration will monitor the implementation and provide feedback.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
Person Responsible	Kathleen Driver (kathleen.driver@polk-fl.net)

#4	
Title	Progress Monitoring
Rationale	In order to determine growth there will be a monitoring of the progress for each standard. This form will be developed and utilized through UNIFY.
State the measurable outcome the school plans to achieve	Monitor the progress of each standard taught for Math and ELA
Person responsible for monitoring outcome	Polly Bruno (polly.bruno@polk-fl.net)
Evidence-based Strategy	Utilizing a monitoring system to track progress and reteaching to ensure student progress.
Rationale for Evidence-based Strategy	To ensure student success in the area of student achievement through progress monitoring Math and ELA standards.
Action Step	
Description	1. Create monitoring plan for Math and ELA standards for all grades 2. 3. 4. 5.
Person Responsible	Polly Bruno (polly.bruno@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improvement of ELA test scores	\$0.00
2	III.A.	Areas of Focus: Communication - students	\$0.00
3	III.A.	Areas of Focus: Math	\$0.00
4	III.A.	Areas of Focus: Progress Monitoring	\$0.00
Total:			\$0.00