

Leon County Schools

Sail



2020-21 Schoolwide Improvement Plan

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Sail

2006 JACKSON BLUFF RD, Tallahassee, FL 32304

<https://www.leonschools.net/sail>

Demographics

Principal: Tiffany Williams

Start Date for this Principal: 8/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (59%) 2017-18: C (53%) 2016-17: B (56%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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 Leon 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Our mission is to provide an educational choice for high school students in Leon County. By way of an innovative, high-quality, respectful, and caring environment, SAIL seeks to provide a diverse student population with the foundation necessary to become responsible citizens in a global community.

Provide the school's vision statement

SAIL will be a haven for students who are looking for an engaging, safe, and respectful learning environment that embraces individuality and produces students who value diversity and are conscientious contributors to society as a whole.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Roberson, Matt	Principal	Participates in collection, interpretation, and analysis of data. Facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities. Serves as primary contact for PTSO and community partners.
Pell, Robert	Teacher, ESE	Provides information about ESE services and serves as our Referral Coordinator. Supervises ESE department / consisting of a new teacher and paraprofessional. Serves as primary district contact for ESE. Assists in the management of student IEPs.
Chapman, Jessica	Assistant Principal	Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies, assists with design and delivery of professional development relative to implementation of effective instructional strategies. Creates master schedule and works collaboratively with staff.
FloydRichardson, Nancy	Teacher, K-12	Literacy Instructional Coach - Works with all departments to implement school-wide reading initiatives. Coordinates and implements research-based reading strategies and progress monitoring tools. Analyzes data for teachers to help with instructional decisions. Serves as the liaison between the District, SAIL administration, and staff for all literacy related activities. Teaches English 3.
Burdick, Jasun	Teacher, K-12	Science Department Chair who will provide information about core instruction. Participates in student data collection and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Also, STEAM and CTE teacher leader who will provide information about core instruction. Participates in student data collection, and collaborates with staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Teaches AP Physics, Integrated Science, and Robotics.
Bell, Emily	Instructional Media	Media Specialist, Journalism Teacher, Intensive Reading Teacher, and Testing Coordinator. Provides technical assistance for problem-solving activities. Teaches Intensive Reading for Level 1 readers in 9-12 grades. Schedules all school-wide testing and trains proctors. Assists with all school-wide reading initiatives and coordinates Summer Reading program.

Name	Title	Job Duties and Responsibilities
Gonner, Justin	Guidance Counselor	School Counselor Provides information about guidance services and coordinates outside interventions for students. Serves as primary mentor for college and career counseling and activities. Works cooperatively with students and staff to provide interventions and support. Works cooperatively with administration to schedule, track, and counsel all 9-12 students.
Alovus, Lao	Teacher, K-12	Electives department chair who will provide information about core instruction. Participates in student data collection and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Teaches PE, Juggling, and Information Technology.
Delmonego, Anthony	Teacher, K-12	ELA Department Chair who will provide information about core instruction. Participates in student data collection and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Teaches English 1/Honors, and SAT/ACT Prep.
Taylor, Danielle	Teacher, K-12	Science teacher- participates in data collection as it relates to creating PD and providing Gifted Services. Serves as TEC and Gifted Coordinator.
Griffith, Marilynn	Teacher, K-12	Math department leader that will provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Teaches Algebra 2/Honors, Math for College Readiness, and Liberal Arts Math.
Perez de Alejo, Peejay	Teacher, K-12	Social Studies Department Chair who will provide information about core instruction. Participates in student data collection and collaborates with staff to ensure implementation of Tier 1, 2 and 3 instruction support. Teaches World History and World History Honors.
Nilles, Sheri	Teacher, K-12	Art department chair who will provide information about core instruction. Participates in student data collection and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Teaches AP Art, and Art, dept head for Drama, Fiber Arts, Digital Photo, Digital Design.

Demographic Information

Principal start date

Monday 8/31/2020, Tiffany Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

30

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: B (59%) 2017-18: C (53%) 2016-17: B (56%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	0	0	71	94	111	73	349
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	13	27	15	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	8	4	14
Course failure in Math	0	0	0	0	0	0	0	0	0	0	8	1	1	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	8	14	22	6	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	8	9	12	5	34

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	0	0	8	12	15	8	43

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	2	2	3	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	5	0	8

Date this data was collected or last updated

Monday 9/14/2020

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	97	110	96	90	393
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	27	31	20	21	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	4	2	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	21	12	4	40
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	25	32	16	12	85

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	0	0	0	13	20	14	3	50

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	1	3	6	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	97	110	96	90	393
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	27	31	20	21	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	4	2	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	21	12	4	40
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	25	32	16	12	85

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	0	0	0	13	20	14	3	50

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	1	3	6	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2

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	57%	57%	56%	60%	57%	56%
ELA Learning Gains	56%	52%	51%	50%	52%	53%
ELA Lowest 25th Percentile	53%	40%	42%	27%	37%	44%
Math Achievement	48%	56%	51%	44%	52%	51%
Math Learning Gains	46%	47%	48%	31%	42%	48%
Math Lowest 25th Percentile	26%	47%	45%	22%	42%	45%
Science Achievement	76%	67%	68%	70%	64%	67%
Social Studies Achievement	85%	82%	73%	86%	77%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (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
09	2019	56%	58%	-2%	55%	1%
	2018	54%	60%	-6%	53%	1%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	59%	57%	2%	53%	6%
	2018	64%	58%	6%	53%	11%
Same Grade Comparison		-5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	70%	4%	67%	7%
2018	69%	69%	0%	65%	4%
Compare		5%			
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	84%	81%	3%	70%	14%
2018	82%	79%	3%	68%	14%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	69%	-21%	61%	-13%
2018	42%	71%	-29%	62%	-20%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	67%	-20%	57%	-10%
2018	42%	60%	-18%	56%	-14%
Compare		5%			

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 2016-17	C & C Accel 2016-17
SWD	30	45	44	38	40		64	53		93	7
BLK	29	52	67	23	31		50	50		100	29
HSP	50	45		64							
WHT	64	59	40	53	51	36	80	90		95	53
FRL	44	52	52	33	32	9	70	70		100	39

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 2015-16	C & C Accel 2015-16
SWD	25	38	29	25	20		38	57		100	9
BLK	30	16	10	17						93	15
MUL	80										
WHT	63	53	33	50	36	25	75	92		93	53
FRL	48	41	18	35	19		69	81		95	34

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)	N/A
OVERALL Federal Index - All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	48

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 Math lowest 25% was our area of lowest performance. Contributing factors include students testing without a prior year test, so not every student that tests counts in this box.

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

There were no great declines in our data, however, our ELA achievement went down three points from the year before. Contributing factors include accepting more L1 and L2 students, so the number in this box was smaller. While we made great gains with our ELA Lowest 25%, we need to focus on moving those students who are L3 and above as well.

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 Math Lowest 25% had the greatest gap when compared to the state average. All other areas exceeded the state averages. The factors that contributed to this included a small tested group as some students didn't have a prior year score, the use of Alg 1A and Alg 1B - which supports students in the area of Algebra, but hurts us with a smaller subgroup of students testing, and no prior year test. Additional factors included the need for additional extensive progress monitoring.

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

Our ELA Lowest 25% showed the most improvement. The actions that we took that contributed to this area included the use of progress monitoring (STAR) and using data to target students for reading pullouts with Emily Bell.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

While we have no targeted areas of concern identified, we do know that we need to increase proficiency with our Students with Disabilities. As a second area of concern, we would like to target our Economically Disadvantaged students this year especially since we are moving to a model of teaching and learning where computers and internet are needed- We have provided students with computers who needed them, but those students will need to have internet at home in order to study- we need to break down these barriers as much as possible to ensure our student success.

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

1. Math Lowest 25%
2. Math Learning Gains and Achievement
3. College and Career Targeting
4. ELA Lowest 25%/Learning Gains/Achievement
5. Monitor sub-group performance - FPPI

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Upon reviewing the 18-19 school wide data, we found that there was a need to focusing on the lowest 25% in Math as that as an area that we currently struggle with. We will increase this area through use of instructional strategies with a highly effective Math teacher as the instructor.

Area of Focus Description and Rationale:

Increasing in this area will help us in several ways:

1. Students will perform better in future math courses as well as content area math in Biology, Chemistry, Physics, AP Psychology (Statistics), Robotics and Marine Science.
2. More students will be eligible for high school graduation (passing Algebra 1 EOC).
3. More students will be prepared and eligible for college and career opportunities, including Dual Enrollment at Tallahassee Community College, certificate programs at Lively Technical Center and employment training programs with the City of Tallahassee.

Measureable Outcome:

35% or more of all matched and qualified students in grades 9 through 12 identified in the bottom 25% of math achievement will make learning gains on the Algebra 1 EOC or Geometry EOC.

Person responsible for monitoring outcome:

Jessica Chapman (chapmanj@leonschools.net)

Evidence-based Strategy:

Math Department Chair and Instructional Coach Marilyn Griffith will create an intervention schedule for all bottom 35% achievers from 19-20 using Math Nation, Unify, Khan Academy, Desmos, and other resources. Marilyn will meet with Administration to update progress on remediation (bottom 35% & struggling learners), acceleration (honors/dual enrollment), and graduation (students 4th math class). We will discuss current achievement data, forecast outcomes and discuss ways to include math ongoing school wide initiatives.

Rationale for Evidence-based Strategy:

All strategies are endorsed, recommended by, or required by the District.

Action Steps to Implement

Students who scored a Level 1 or Level 2 on the Spring 2019 Algebra 1 EOC will be scheduled into Liberal Arts Math to improve basic skills and fulfill graduation requirements before moving to Geometry.

Person Responsible

Jessica Chapman (chapmanj@leonschools.net)

All Algebra 1, Algebra 1B and Geometry students will participate in progress monitoring through Unify and Math Nation.

Person Responsible

Marilynn Griffith (griffithm1@leonschools.net)

All math teachers will administer progress monitoring with fidelity and analyze data with Math Department Chair and Math Instructional Coach Marilyn Griffith.

Person Responsible Marilyn Griffith (griffithm1@leonschools.net)

Christian Shimansky and Blayne White will provide support for our Students with Disabilities subgroup based on classroom data.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

#2. Instructional Practice specifically relating to Math

Upon reviewing the 18-19 school wide data, we found that there was a need to focusing on overall learning gains in Math as that as an area that we currently struggle with. We will increase this area through use of instructional strategies with a highly effective Math teacher as the instructor.

Area of Focus Description and Rationale:

Increasing in this area will help us in several ways:

1. Students will perform better in future math courses as well as content area math in Biology, Chemistry, Physics, AP Psychology (Statistics), Robotics and Marine Science.
2. More students will be eligible for high school graduation (passing Algebra 1 EOC).
3. More students will be prepared and eligible for college and career opportunities, including Dual Enrollment at Tallahassee Community College, certificate programs at Lively Technical Center and employment training programs with the City of Tallahassee.

Measureable Outcome:

50% or more of all matched and qualified students in grades 9 through 12 will score a Level 3 or higher on the Algebra 1 EOC or Geometry EOC.
50% or more of all matched and qualified students in grades 9 through 12 will make learning gains on the Algebra 1 EOC or Geometry EOC.

Person responsible for monitoring outcome:

Jessica Chapman (chapmanj@leonschools.net)

Evidence-based Strategy:

1. Identifying school wide learning strategies and implementing them in the Math Department (ie.interactive notebooks in US History). Interactive notebook curriculum for all subjects was purchased.
2. Math teachers Marcia Cone and Marilyn Griffith will incorporate interactive notebooks, cooperative grouping, feedback/data chats and other research-based instructional strategies. Math teachers will do one peer walkthrough per nine weeks and one Teachers with Open Doors per school year.
3. Marcia and Mari will administer/monitor quarterly progress monitoring for Algebra 1, Algebra 1B, and Geometry students through Unify and Math Nation.
4. Math teachers meet monthly/quarterly to develop and analyze common assessments, discuss research based strategies and increase personal mathematical and instructional knowledge.
5. Marilyn will meet with Administration to update progress on remediation (bottom 35%/struggling learners), acceleration (honors/dual enrollment), and graduation (students 4th math class). We will discuss current achievement data, forecast outcomes and discuss ways to include math ongoing school wide initiatives.

Rationale for Evidence-based Strategy:

All strategies are endorsed, recommended by, or required by the District.

Action Steps to Implement

Students who scored a Level 1 or Level 2 on the Spring 2019 Algebra 1EOC will be scheduled into Liberal Arts Math to improve basic skills and fulfill graduation requirements before moving to Geometry.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

All Algebra 1, Algebra 1B and Geometry students will participate in progress monitoring through Unify and Math Nation.

Person Responsible Marilynn Griffith (griffithm1@leonschools.net)

All math teachers will administer progress monitoring with fidelity and analyze data with Math Department Chair and Math Instructional Coach Marilynn Griffith.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

Christian and Blayne will provide support for our Students with Disabilities Subgroup based on classroom data.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

Marilynn will incorporate math into ongoing SAIL school-wide initiatives and establish new math initiatives such as Multiplication Mondays, Full STEAM arts integration math projects, and Pi Day/STEAM week activities with support and collaboration from the STEAM committee headed by Jasun Burdick.

Person Responsible Marilynn Griffith (griffithm1@leonschools.net)

#3. Other specifically relating to College and Career Targeting

Area of Focus Description and Rationale: Based on the data reviewed, we will focus on College and Career Acceleration and Targeting support will impact student learning and success in the following ways:
 1. Students will be better prepared for content-area reading in upper-level high school, dual enrollment, and Advanced Placement courses, including English, science, and history.
 2. Students will be better prepared to meet graduation requirements.
 3. Students will be given opportunities to earn certifications in Career and Technical Education fields.
 4. Students will be better prepared for college and career success.

Measureable Outcome: At least 50% of matched and qualified seniors will meet College and Career Acceleration requirements.

Person responsible for monitoring outcome: Jessica Chapman (chapmanj@leonschools.net)

Evidence-based Strategy: We will be using district supported, research-based resources (FloridaShines, CTE Approved curriculum guides, etc.) to help support students college and career acceleration.

Rationale for Evidence-based Strategy: By supporting student’s academic achievement overall and assisting them in the career exploration process, using research based interventions, student’s achievement and investment in college and career acceleration courses will increase the percentage of students meeting college and career acceleration requirements.

Action Steps to Implement

School Counselor will present to each grade level educating them on the Florida Shines platform. During presentation all students will be shown how to create account and complete inventories.

Person Responsible Justin Gonner (gonnerj@leonschools.net)

Work with all students throughout school year to help them complete interests, skills, and values assessments on Florida shines.

Person Responsible Justin Gonner (gonnerj@leonschools.net)

Infuse career knowledge into classrooms through Word-Up readings related to career profiles relevant to class subject.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

School Counseling presentation to each grade level on career exploration process and relation to high school academics.

Person Responsible Justin Gonner (gonnerj@leonschools.net)

Provide all students with information on qualifications necessary to enroll in Advanced Placement, Career technical education, and dual-enroll courses at local colleges.

Person Responsible Justin Gonner (gonnerj@leonschools.net)

Identify and target qualified 10th graders who will be eligible to dual enroll. Ensure all students are aware of dual enrollment opportunities and qualification requirements for each local post-secondary institution.

Person Responsible Justin Gonner (gonnerj@leonschools.net)

Offer a well-rounded STEAM program that includes course options for student exposure to science, technology, engineering, arts, and math fields.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

Provide increased opportunities for students to earn certifications in Career and Technical courses through collaboration with Lively Technical College

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Based on the data reviewed, a focus is needed to increase learning gains with a specific focus on the lowest quartile in ELA. This will impact student learning and success in the following ways:</p> <ol style="list-style-type: none"> 1. Students will be better prepared for content-area reading in upperlevel high school courses, including English, science, and history. 2. Students will be better prepared to meet graduation requirements. 3. Students will be better prepared for college and career success. 4. Students will require fewer remediation courses.
Measureable Outcome:	At least 58% of matched and qualified 9th and 10th grade students in the lowest quartile in ELA will make learning gains on the FSA ELA.
Person responsible for monitoring outcome:	Jessica Chapman (chapmanj@leonschools.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. ELA teachers Tony and Marlow and Literacy Instructional Coach Nancy will administer and monitor quarterly progress for all 9th and 10th grade students through STAR Assessments and Writing Assessments. 2. Emily will also will monitor ongoing progress with Performance Coach, Vocabulary for Success, and Common Lit. She will work collaboratively with Nancy (Reading Coach) to review this data. 3. English Department staff will focus their professional development efforts to earning Reading and ESOL Endorsements and furthering literacy knowledge and strategies. 4. Nancy will meet monthly with the Administration Team of Matt and Jessica to update information from the District, track progress, identify trends, plan professional development, and provide information on literacy initiatives on campus.
Rationale for Evidence-based Strategy:	All strategies are endorsed, recommended by, or required by the District.
Action Steps to Implement	
	Identify 9th and 10th grade students who are in the lowest quartile in ELA.
Person Responsible	Nancy FloydRichardson (floydrichardsonn@leonschools.net)
	Administer STAR progress monitoring and district writing progress monitoring quarterly.
Person Responsible	Nancy FloydRichardson (floydrichardsonn@leonschools.net)
	Christian/Rob will review progress monitoring and classroom performance data to provide support for our SWD subgroup.
Person Responsible	Robert Pell (pellr@leonschools.net)

Nancy will implement/support/monitor a school-wide focus on literacy with help from the Literacy Committee.

Person Responsible Nancy FloydRichardson (floydrichardsonn@leonschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: In reviewing the subgroups identified under the Federal Percent of Points Index, our Students with Disabilities performed the lowest: 46%.

Measureable Outcome: Increase our SWD subgroup performance by 3 percentage points from 46% to 49%.

Person responsible for monitoring outcome: Jessica Chapman (chapmanj@leonschools.net)

ELA and Math Progress monitoring data and classroom performance data will be reviewed by the ESE teacher.

Emily will monitor ongoing progress with Performance Coach, Vocabulary for Success, and Common Lit.

Evidence-based Strategy: Nancy will meet monthly with the Administration Team of Matt and Jessica to update information from the District, track progress, identify trends, plan professional development, and provide information on literacy initiatives on campus.

ESE Teacher will attend department meetings and provide strategies based on data results.

Rationale for Evidence-based Strategy: All strategies are endorsed, recommended by, or required by the District.

Action Steps to Implement

Review performance data on identified SWD subgroup

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

Utilize data while working with students in Unique Skills class.

Person Responsible Robert Pell (pellr@leonschools.net)

Assigned Para Pros will work with students in small groups or 1 on 1.

Person Responsible Jessica Chapman (chapmanj@leonschools.net)

Work cooperatively with CARD center and Speech Language Pathologist.

Person Responsible Robert Pell (pellr@leonschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As a second area of concern, we would like to target our Economically Disadvantaged students this year especially since we are moving to a model of teaching and learning where computers and internet are needed - we have provided students with computers who needed them but those students will need internet at home to study and perhaps will need additional support. We will break down barriers with access and time in order to meet our student needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

SAIL will be a haven for students who are looking for an engaging, safe, and respectful learning environment that embraces individuality and produces students who value diversity and are conscientious contributors to society as a whole.

In addition, SAIL is also a haven for teachers and staff members who want to work collaboratively for the good of students with other like-minded individuals.

SAIL has a very active PTSO, SAC and SDMC. SAIL prides itself on being an inclusive school with a focus on collaborative leadership.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Other: College and Career Targeting	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00

	Total: \$0.00
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