



## Sawgrass Bay Elementary School

16325 SUPERIOR BLVD, Clermont, FL 34714

<http://lake.k12.fl.us/sbe>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	77%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	69%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Sawgrass Bay Elementary is to Build Leaders for Life, One Student at a Time.

##### **Provide the school's vision statement**

As we embark on our "shifts" at Sawgrass Bay Elementary, the school staff is involved in creating a new vision.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Sawgrass Bay Elementary has implemented Personalized Learning as a school wide shift to a more learner-centered, learner-driven environment. A component of Personalized Learning is the incorporation of Student Leadership Binders. Within the Leadership Binders; learners and teachers build a personal learner profile that houses information about how learners access, engage, and express information. This profile also includes students' strengths and weaknesses, learning modalities and interests.

Throughout the school year SBE will hold student-led conferences; where students will share with their families not only their learner profile, but also their progress in each academic content. In addition, SBE School holds an annual Cultural Heritage Night where staff members, students, families and community members come to the school to celebrate their own cultural heritage. There is music, art, and refreshments.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Sawgrass Bay Elementary has a single-point-of-entry system where cameras are utilized and all visitors must scan a picture identification. Our staff is on duty, throughout the campus before students enter the school grounds to ensure that optimum coverage is available to monitor students as they enter the school. Our fifth grade safety patrols assist staff and students in the hallways to help them arrive safely to their classrooms. Teachers greet each of their students at the door as they enter their classroom. Classroom doors are locked during the duration of the school day. At dismissal, staff and safety patrols are utilized throughout the campus to ensure safe transitions off campus. Parents follow our car rider pick-up line procedures to ensure safety when loading students into vehicles. SBE has certified crossing guards on duty each morning and afternoon. Our school-wide Positive Behavior Support program ensures that each student feels valued.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Sawgrass Bay is a Positive Behavior Support school. Our students are explicitly taught the correct ways to act and respond in all situations at school. Our school-wide Standard Operating Procedures include the cafeteria, the bus, the hallways and playground. Positive behaviors, in conjunction with The Leader in Me program, are recognized by staff using our yellow ticket system. These tickets are



then redeemed for items from our school store. Our teachers are trained every year in August, where our discipline process and data are reviewed. Students and teachers will review the school-wide Standard Operating Procedures in January to ensure knowledge of expectations.

**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**

Sawgrass Bay has three School Guidance Counselors who are available to students throughout the school day. They are our primary contacts for our Check-In/Check-Out program for students struggling with behavioral issues. They meet with small groups that have a different focus based on student needs (divorce, making friends, keeping friends, controlling impulses, etc.). The guidance team monitors our programs providing backpacks of food to families in need, school supplies, clothes and shoes, and support for our homeless, migrant and immigrant students and their families. Local behavioral therapy companies communicate with the guidance team about individual student needs and progress during therapy sessions, and help us support emotional and behavioral goals in the educational setting. Our counselors also monitor our school mentoring program for students needing a trusted adult on campus.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Sawgrass Bay Elementary's Early Warning System monitors four early warning indicators. These 4 indicators include students with attendance below 90%, previous retentions, suspensions, and referrals. These indicators are monitored by specific members of our school's leadership team including administration, academic dean, guidance counselors, and accelerated resource teacher.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	43	42	39	39	34	18	215
One or more suspensions	1	0	3	1	0	2	7
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	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	2	3	5	
Students exhibiting two or more indicators	1	3	1	4	9

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The SBES accelerated resource teacher pulls monthly reports based on the four EWS indicators. The guidance counselors use the attendance data from this report to schedule attendance meetings for

students with attendance below 90%. These meetings include a guidance counselor, administrator, the classroom teacher, and the student's parents. The data on previous retentions is used to determine our lower quartile students as well as MTSS intervention needs. A discipline ladder, which includes infraction reports and parent contact, is utilized to ensure that students get ample opportunity for behavior interventions prior to referrals and suspensions.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Sawgrass Bay Elementary school actively supports and encourages parent involvement. Based on our understanding of the value of parent involvement, we plan to increase the level of involvement. We would like to see an overall increase in the number of parents attending functions and activities sponsored by the school. Our plans includes increased attendance to both academic and non-academic events. Our goal is to maintain parent attendance to school sponsored events at 75%.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Refer to PIP.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Gelb, Heather	Principal
Simmons, Maurice	Assistant Principal
Crowley, Jennifer	Instructional Coach
Odom, Phalice	Instructional Coach
Santuchi, Sophy	Guidance Counselor
Velez, Rose	Other
Work, Michelle	Dean
Baysinger, William	Instructional Coach
Alphonso, Shivone	Instructional Coach
Billings, Amy	Instructional Coach
Kogos, David	Guidance Counselor
Weeks, Michelle	Guidance Counselor
Echevarria, Frances	Teacher, ESE

### Duties

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

The Sawgrass Bay Elementary School Leadership MTSS team includes the following members:

- Principal: Heather Gelb
- Assistant Principal: Kimberley Dos Santos
- Assistant Principal: Maurice Simmons

School administration, under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions, ensure that relevant academic programs are in place, monitor and assess MTSS skills of school staff and ensure adequate professional development of MTSS team, as well as, ensure that the MTSS team is effectively implementing the RtI process.

- Curriculum Resource Teacher: Kara Stratton
- Math Coach: William Baysinger
- Reading Coach: Jennifer Crowley
- Science Coach: Phalice Odom
- Acceleration Resource Teacher: Ashlie Scovil (Delivers Tier 3 instruction)

The instructional coaches will lead in the development and implementation of core curriculum. They will identify intervention strategies that are evidenced and scientific-based, assist with the school's overall MTSS program implementation and monitoring. This will include, but not be limited to, data collection, progress monitoring and professional development of school personnel.

- ESE School Specialist: Frances Echevarria & Katrina Taylor
- Assist with data collection for students with IEP's and assist with implementing tier 3 instruction, as well as other tiers, if needed. Works in partnership with general education teachers at all levels/tiers of instructional activities.

- School Psychologist: Kindal Gilstedt
- Participate in the data collection, analysis of data, evaluation of programs and intervention planning. Provide support for the development of interventions and assist with problem solving activities.

- ELL Specialist: Rose Velez
- Participates in collecting and analyzing data on our ELL students, providing language based interventions to students in small groups, and in the decision making process for these students brought to the MTSS team. Works in partnership with general education teachers at all levels/tiers of

instructional activities.

- Guidance Counselor: Michelle Weeks (PreK-1)
- Guidance Counselor: Sophy Santuchi (2-3)
- Guidance Counselor: David Kogos (4-5)

Organize, schedule, chair and record meeting data. Assist with development, monitoring and implementation of interventions and data collection. Provide training to school staff on RtI procedures and implementation.

- Speech/Language Pathologists: Barbara Zhuchkan and Maureen Krurnowski

Participates in data collection, educates the team on the role language plays in curriculum and instruction. Assists in screening and identifying deficits in students who exhibit language difficulties.

- Classroom Teachers

The general education teachers will deliver Tier I instruction and intervention as well as, collaborate with the other instructional personnel with the implementation of Tier 2 instruction. They will also assist with data collection and the identification of at-risk students.

***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 school-based MTSS Leadership Team will meet a minimum of once per week to discuss progress monitoring data, screening data, and interventions. Based on the above data, the MTSS team will identify professional development activities and resources conducive to the learning environment. The MTSS Leadership Team will identify students who are not meeting academic goals and begin the MTSS process. They will also discuss students making academic progress and make decisions on whether to continue MTSS or implement new instructional strategies.

- Morning instructional labs are offered for students in MTSS level 2 and 3. An instructional coach monitors tailored interventions that are computer-based in subject area content. This will support what interventions the classroom teacher is providing for these MTSS students.

- Articulation meetings are held at the end of the school year with feeder schools within our learning zone. Throughout the school year, MTSS coordinators meet bimonthly for training and professional development.

Title I, Part A-Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. Title I funds an Academic Resource Teacher, Technology Coach, ELL Specialist, a Math Coach, a Science Coach, a Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I also funds our Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between parents and teachers.

Federal Integration:

- Title I funds used to meet school goals in reading, writing, and math, including differentiating instruction, professional development and after school tutoring. Monitoring all subgroups including ESE, ELL, and Economically Disadvantaged

- ESE full inclusion

State Requirements:

- ESOL endorsed teachers and bilingual TA's to cluster and support students during classroom instruction

- Title I tutoring

- Committee for Children Bullying Prevention Program School Wide

- President's Physical Fitness Program for all students

- One classroom, 20 children Florida Universal Pre-Kindergarten Program

Title I, Part C- Migrant: There are no migrant students currently at SBE. In the event we have migrant families at SBE, The Migrant Education Program (MEPP staff will provide services and support to eligible students and parents. The MEP Migrant Advocate will provide the parents with social service

referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D- The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district, and local programs to help meet the needs of these students.

Title II: All teachers and administrators are highly qualified.

Title III: Services are provided through the district for education materials (Rosetta Stone) and ELL district support services to improve the education of immigrant and English Language Learners. These students are identified through IPT testing. TransAct translation program, translation dictionaries, and ELL Teaching Assistants provided. We utilize Title I funds with our Title III funds when hiring Teaching Assistants to target our ELL students. District provides training in the form of a Professional Learning Community regarding MTSS and ELL students.

Title X- Homeless: The School Counselor and District Social Worker provide resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Currently we have 123 students who have been deemed "homeless". Our Guidance Counselor, Sophy Santuchi, who is also our school's contact for homeless families, is continually updating this number throughout the year. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the district level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide supplemental academic instruction to level 1 and 2 students.

Violence Prevention Programs: SBE currently uses Steps to Respect for Bully Prevention. We have also implemented the following:

- Committee for Children Bullying Prevention Program School Wide
- President's Physical Fitness Course for all students
- Too Good For Drugs, Mendez program in all grades
- Red Ribbon Week Activities school wide
- Positive Behavior Support System (PBS)
- 7 Habits of Happy Kids (Covey Habits)

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
James Rivera	Business/Community
Jose Elias	Business/Community
Christina Lees	Parent
Heather Gelb	Principal
Michelle Work	Teacher
Nancy Clark	Parent
Judith Alviola	Parent
Lamar Hobbs	Parent
Charity Garrett	Parent
Shellie Yother	Parent
Amanda Nethero	Parent
Jenna Newman	Parent
Selena Hobbs	Parent
Jim Rivera	Business/Community
Kelly East	Parent
Dolores Gonzales	Education Support Employee
Jose Gonzalez	Business/Community
	Student
Hadley McRaney	Teacher

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

During the spring of 2015 parents were invited to a SAC meeting where the school's SIP and Title I plan were reviewed.

### *Development of this school improvement plan*

During September of 2015 parents will be invited to an SAC meeting where the iStation & iReady results from the 2015 Baseline Scores will be reviewed. Following, the school's SIP, Title I plan, Parent Involvement Plan and School Compact will be presented. Feedback from the plans will be recorded and used to help guide the development and monitoring of our SIP and PIP.

The school improvement plan will be addressed in every SAC meeting throughout the year. Goals and progress will be discussed with SAC members, and any questions or concerns will be addressed. When developing our school's Title I Plan, SAC members will also help guide us in our budgeting and planning.

### *Preparation of the school's annual budget and plan*

The school does not receive school improvement monies as such, however, the SAC is active in the discussion, dissemination and approval of the allocation of the SAI funds (2015: \$11,197.00) and the Title I funds (2015: 425,038.00) which the school receives annually. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development, parent involvement and collaborative teacher planning.



**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Crowley, Jennifer	Instructional Coach
Velez, Rose	Other
Baysinger, William	

**Duties**

**Describe how the LLT promotes literacy within the school**

This year our major initiatives will include our school taking part in the Superintendent's Reading Challenge, Literacy Week in conjunction with Read Across America, and Snuggle UP and Read night. We also will be promoting the Accelerated Reader program through Ice Cream socials for our top producers. Members of the committee are the Literacy Leaders on campus. They provide professional development, direct collaborative planning sessions and PLC's, model lessons and pull resources for teachers.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Monthly Professional Learning Communities meet in each grade level with Content Area Coaches to use the Understanding by Design format. Standards within units are discussed and deconstructed, an analysis of the unit assessment is done, and then formal lesson planning takes place with the guidance of the coaches. Following the end of a unit, progress monitoring of assessments will take place with grade levels and Content Area Coaches to discuss either progression on to the next unit or whether re-teaching needs to occur. Each grade level team is divided into content-area planners and they are responsible for bringing resources and lesson plans back to their grade level team.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Strategies to recruit highly qualified, certified-in-field, effective teachers to Sawgrass Bay Elementary School

Person responsible: Mrs. Heather Gelb, Principal

1. Hire ESOL endorsed teachers
2. Hire Teachers having taught in Title I schools
3. Hire bi-lingual teachers that represent student population

Strategies to retain highly qualified, certified-in-field, effective teachers to Sawgrass Bay Elementary School

Persons responsible: Maurice Simmons, Assistant Principal and Kara Stratton, CRT

1. Provide mentors for all new hires
2. New teachers district training for non-educational majors called TOP
3. Provide new teachers orientation at Sawgrass Bay
4. Peer Observations
5. Create meaningful Professional Learning Communities
6. Provide ongoing professional development
7. Access to Instructional Coaches for modeling lessons, instructional support
8. Provide New Teacher Committee that meets as needed

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All teachers new to Sawgrass Bay are paired with a mentor. Each mentor is a member of the Leadership Team; either a Content Area Instructional Coach, CRT, or ESE School Specialist. The mentor is responsible for answering questions, modeling lessons, providing resources and feedback, checking periodically for needs/concerns, and helping to orient them to the school. The Assistant Principal and/or CRT provides monthly meetings, as needed, for all new teachers to disseminate information, train teachers on data systems and data analysis, and to update on policies and procedures. Meetings are scheduled at the new teacher's request on an individual basis with all coaches.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Sawgrass Bay Elementary utilizes the Lake County Schools' adopted textbooks for Math (Envision), Science (Pearson Interactive Science), and Social Studies (Pearson Our World). We utilize Developmental Studies Center curriculum for our English and Language Arts curriculum. The county blueprints are used school-wide in planning and implementation of curriculum in the school. The CRT, Literacy Coach, Math Coach and Science Coach all use the blueprints when planning to ensure that the Language Arts Florida Standards, Math Florida Standards, and Next Generation Sunshine State Standards for Science and Social Studies are taught using aligned materials. Any supplemental instructional programs are evaluated by the appropriate Leadership Team Member, Content Area Coach, and Administrator.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Sawgrass Bay Teachers and Instructional Coaches progress monitor grade level data including FLKRS, unit assessments, mini benchmark assessments in Science (grade 5), published written products at the end of an ELA unit, and numerous other formative assessments. Proficiency within class, grade level and school are compared. Coaches use this information to plan to extend or remediate a standard within individual classrooms or a grade level as a whole. Our county blueprints offer a progression of standards. If a student is lacking the grade-level content needed to master a standard, the teacher is able to see the prior grade-level expectation to use as an intervention to assist students in filling in gaps. We also have a part time teacher that will pull remediation groups



based on progress monitoring. These small groups will target individual standards that are not mastered using grade level appropriate text.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 2,400

We will offer after school, Title I funded tutoring in Reading, and Math twice a week in the afternoon.

**Strategy Rationale**

Title I funds for after school tutoring are set aside by the district to implement this program. It is our goal to target our lower quartile students and EWS students in this program to help increase achievement in core academic classes.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Pre and post tests will be administered, and all data will be submitted to the Title I department. Attendance will be taken and information will be submitted to the Title I department. This testing information will be used in our Lower Quartile Monitoring as well, to document student progress.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,080

Monthly Blueprint PLC Meetings

**Strategy Rationale**

Grade Level PLC meetings will take place the second Wednesday of each month. The teams will meet with content area coaches to plan for instruction and assessments aligned to the Florida Standards.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Gelb, Heather, gelbh@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Assessment data from classroom and grade levels will be analyzed and used for instructional decisions, such as when to re-teach a standard or re-test on a unit of study. PLC meeting minutes will be taken and given to the principal for review.

**Strategy:** Before School Program

**Minutes added to school year:** 3,300

Students will work on FASTT Math and Moby Max to increase fluency for math facts and build strategies for problem solving. Students in this program are currently Tier 2 and Tier 3 in the MTSS process.

**Strategy Rationale**

Students in the MTSS program require additional instructional time in the area they are struggling in. This morning computer lab time allows students to have uninterrupted intervention time with an MTSS team member who is able to build a relationship with the child, and help collect data on progress.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data will be collected by pulling weekly FASTT Math and/or Moby Max reports. Attendance will be taken daily to monitor the fidelity of the intervention. All data will be shared with the MTSS team at a scheduled meeting time.

**Strategy:** After School Program

**Minutes added to school year:** 1,200

STEM Club: Students will participate in STEM activities. The problem based learning activities will incorporate science, math, engineering, and technology.

**Strategy Rationale**

Students in STEM club need additional opportunities to participate in problem based learning scenarios and learn to problem-solve as a team. This weekly meeting will also be required for our county STEM School requirements.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Odom, Phalice, odomp@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Club Sponsors will monitor activities and outcomes for effectiveness. Students will compete in county STEM Bowl.

**Strategy:** Before School Program

**Minutes added to school year:** 3,300

Students will work on FCAT Explorer daily during morning lab. They will have extra practice in comprehension strategies.

**Strategy Rationale**

Students in MTSS levels 2 and 3 who need extra practice with Reading Comprehension will have the opportunity to work on this online component with the help of our Literacy Coach.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Crowley, Jennifer, crowleyj@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected by identifying 4th and 5th grade students that scored a level 1 or 2 on the FCAT as well as students that have been placed in the remedial reading class for 3rd grade. The Literacy Coach will pull usage reports to use in MTSS meetings.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

We currently have a Title I Pre-K program and Summer VPK program which enables students to have a smoother transition into kindergarten. Sawgrass Bay Elementary offers a yearly Kindergarten round-up where parents can come and find out information about what Kindergarten offers and what is expected of their children. Children visit with Kindergarten classrooms while parents attend an informational session. School Guidance Counselors are available to answer questions, and the ELL Specialist is able to do ELL screenings on students registering that day. Parents are able to wait on campus while their child meets with a current Kindergarten teacher to have a readiness screening done. This screening is used to help place students according to their ability and level into the appropriate Kindergarten classroom. We also partner with Aquarelle Kids Academy (VPK provider). They visit the school with their VPK students to introduce them to the Kindergarten setting. Our fifth grade students going to middle school participate in their zoned school's open house for sixth graders to become acquainted with their campus, rules, course offerings and clubs.

**College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Sawgrass Bay Elementary has several points of strength according to the 2014-2015 FSA data. Third graders had an overall proficiency rate of 51% in the area of ELA. Strengths include Language and Editing with a grade level average of 65%. Fourth grader overall proficiency was at 61%; an area of strength was also Language and Editing with an average of 74%. Our fifth graders had an ELA average of 57% for the grade level, with a strength also of Language and Editing with an average of 57%. In the area of Mathematics our third graders had an average of 65%; with the strength being in the area of Fractions with an average of 71%. Our fourth graders had an average of 59% with the strength being Base Ten at 65%. Our fifth graders had an average on the FSA Math test of 52% and a strength in the area of Measurement and Data Analysis.

Analysis of our FSA data indicate areas of need in the following areas: Grades 3-5 show a weakness in ELA in the area of Knowledge and Ideas. In Mathematics our third graders can show improvement in Measurement and Data Analysis, our fourth graders will target the standards in Fractions and Operations in Algebraic Thinking and our fifth graders will have a focus in Base 10.

Analysis of the FCAT 2.0 fifth grade Science assessment indicates the greatest area of need being in the domain of Life Science; however, we see an overall need in the area of fifth grade science, as the grade level average is 52%.

#### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The stakeholders at Sawgrass Bay Elementary have determined several root causes for the areas of need identified in the data. One cause is a lack of teacher retention; having 20-30 new teachers each school year creates challenges that can adversely impact student achievement. The 2014-2015 school year was also the first year for the FSA Assessment for grades 3-5 with the new standards; with that said we were in great need for standards based formative assessment sources. Another underlying "why" for our areas of need is the fact that the number of economically disadvantaged students that are in our student population is ever

increasing. We have many parents who lack the resources and means to help their student at home. Another hurdle that we consistently have to overcome is our large ELL population; currently we have approximately 25% of our student population classified as an ELL.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Our goal is to increase the vigilance and awareness of our faculty, staff, and students in order to promote a safe and secure campus which is conducive to learning. increase
- G2.** 80% of all classrooms will achieve a Level 3 on the Sawgrass Bay developed rubric for the implementation of Personalized Learning.
- G3.** 69% percent of our students will score a level 3 or higher on the Florida Standards Assessment in math.
- G4.** Our goal is to maintain parent attendance to school sponsored events at an overall average of 75%.
- G5.** 71% of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.
- G6.** 65% of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.
- G7.** We will decrease the number of students with twenty or more absences by 1%.
- G8.** The goal is to reduce the number of bullying referrals from one incidence (2014-2015) that are written at school to zero for the 2015-2016 school year.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Our goal is to increase the vigilance and awareness of our faculty, staff, and students in order to promote a safe and secure campus which is conducive to learning. increase 1a

G071481

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Emergency Response and Crisis Management Plan
- State and District Safety guidelines
- School Safety Committee
- Vulnerability Assessment

**Targeted Barriers to Achieving the Goal** 3

- Lack of education and knowledge about safety protocols, rules and guidelines

**Plan to Monitor Progress Toward G1.** 8

Data from the Tactical Site Survey, Vulnerability Assessment

**Person Responsible**

Maurice Simmons

**Schedule**

Weekly, from 11/2/2015 to 3/8/2016

**Evidence of Completion**

Results from Tactical Site Survey will be used to create an Engagement letter which makes recommendations and suggestions for enhancing safety.

**G2.** 80% of all classrooms will achieve a Level 3 on the Sawgrass Bay developed rubric for the implementation of Personalized Learning. 1a

G071482

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	72.0

**Resources Available to Support the Goal** 2

- Instructional Coaches Peer Observations Classroom Walkthroughs Re-Inventing Schools Coalition Great Schools Partnerships Online research Other pilot elementary schools

**Targeted Barriers to Achieving the Goal** 3

- The availability of Professional Development at the District level for the implementation of Personalized Learning.
- Ensuring fidelity of Personalized Learning implementation.
- Level of staff support and buy-in.

**Plan to Monitor Progress Toward G2.** 8

The data that will be collected will gathered from a rubric created by Sawgrass Bay Elementary (Stage 1 Expectations). The five categories of the rubric are aligned to the goals set forth by Lake County Schools for the implementation of Personalized Learning.

**Person Responsible**

Amy Billings

**Schedule**

Monthly, from 9/23/2015 to 5/18/2016

**Evidence of Completion**

The evidence will assess the level of implementation in each classroom, grade level and across campus.



**G3. 69% percent of our students will score a level 3 or higher on the Florida Standards Assessment in math.** 1a

G071483

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	69.0
AMO Math - Hispanic	67.0
AMO Math - ED	69.0
AMO Math - SWD	56.0
Math Lowest 25% Gains	63.0

**Resources Available to Support the Goal** 2

- iReady, Thinking Maps, 8 Mathematical Practices, monthly professional learning communities for data and blueprint analysis and planning, manipulatives (such as ten-frames, three-dimensional figures, etc.), STEM activities, Math Coach, targeted remediation groups, Acceleration Resource Teacher, Family School Liaison, Teacher Prescription Pad, and Parent Resource Room.

**Targeted Barriers to Achieving the Goal** 3

- The students have not mastered the prerequisite skills from prior grade levels.
- The students lack the necessary reading skills needed to break down word problems in the math curriculum.
- Lack of parent involvement, mathematical understanding and resources at home.
- Lack of standards based instructional strategies to reach each learner

**Plan to Monitor Progress Toward G3.** 8

Data will be gathered from unit assessments, iReady, computer programs and classroom walkthroughs.

**Person Responsible**

William Baysinger

**Schedule**

Weekly, from 8/24/2015 to 6/4/2016

**Evidence of Completion**

Retrieve data from iReady Unit Assessments Classroom Walkthroughs Florida Standards Assessment Scores

**G4.** Our goal is to maintain parent attendance to school sponsored events at an overall average of 75%.

1a

G071484

**Targets Supported** 1b

Indicator	Annual Target
	75.0

**Resources Available to Support the Goal** 2

- The Family School Liaison, Parent Resource Room, PTO, volunteer opportunities, and FSL visits to local area apartment complexes, flexible meeting times for parent conferences, school sponsored functions

**Targeted Barriers to Achieving the Goal** 3

- High mobility rate, access to transportation, being able to afford to participate, parent work hours

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G5. 71% of our students will score a level 3 or higher on the Florida Standards Assessment in ELA. 1a**

G071485

**Targets Supported 1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	71.0
AMO Reading - African American	73.0
AMO Reading - Hispanic	65.0
AMO Reading - ELL	59.0
AMO Reading - ED	67.0
AMO Reading - SWD	54.0

**Resources Available to Support the Goal 2**

- Resources that we have made available for students in order to help them achieve goals are being implemented through morning comprehension lab, Junior Great Books, Rosetta Stone for our ELLs, additional personnel to assist with remediation of skills, Parent Resource Room and Family School Liason. In addition, we have an ELL Specialist and Accelerated Resource Teacher who concentrate on lower performing students. Coaches facilitate a monthly PLC utilizing the county Blueprints. Being a Writer curriculum through the Developmental Studies Center and the Response to Literature curriculum through Thinking Maps will also support and help to increase our level of proficiency in writing. We have also added a Writing Enrichment Teacher to work with students on writing skills.

**Targeted Barriers to Achieving the Goal 3**

- We have students performing below grade level, some of which are part of our ELL population, who lack vocabulary and background knowledge as well as basic foundational reading skills. These students are expected to think critically and answer higher order thinking questions in response to literature.
- We have a lack of instructional resources to allow for MTSS interventions that differ from the core.
- Students that come in to 2-5 grade, without the necessary phonics and fluency skills to successfully comprehend.

**Plan to Monitor Progress Toward G5. 8**

Students in grades 2-5 will use Junior Great Books to aide in opinion writing and higher order thinking including hypothesis generation in ELA. This will help to increase comprehension and raise our levels of proficient students in ELA.

**Person Responsible**

Jennifer Crowley

**Schedule**

Annually, from 8/24/2015 to 6/4/2016

**Evidence of Completion**

Analyzing Published Products Analyzing iStation Classroom Walk Throughs PLCs

**G6. 65% of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.** 1a

G071486

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Science Instructional Coach, Science Enrichment Teacher, LBA Assessments, CPALMS, STEM Night, STEM Club, Science Boot Camp, weekly planning in Science content with Science teachers, monthly PLC utilizing county blueprints

**Targeted Barriers to Achieving the Goal** 3

- Due to a lack of student exposure to problem based learning, collaborative experiences and a lack of content knowledge from prior grades.

**Plan to Monitor Progress Toward G6.** 8

Monitor instruction in classroom and look at data gathered from mini-benchmarks, lesson plans, walk throughs throughout the year to make sure that we are progressing towards our goal of 65% of students scoring a level 3 or higher on the FCAT 2.0 Science Test.

**Person Responsible**

Phalice Odom

**Schedule**

Weekly, from 8/18/2015 to 6/4/2016

**Evidence of Completion**

Classroom Walkthroughs Lesson Plans LSA Mini Data Lesson Assessments FCAT 2.0 Scores LSA Assessments

**G7. We will decrease the number of students with twenty or more absences by 1%. 1a**

G071487

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	5.0

**Resources Available to Support the Goal 2**

- School Social Worker is available for home visits with families whose children start to show a pattern of poor attendance. Monthly attendance meetings will occur with Administration, Teacher, Parent and School Social Worker to discuss concerns with parents.

**Targeted Barriers to Achieving the Goal 3**

- Elementary students are dependent upon on their parents/guardians to ensure that they come to school. Some parents do not understand the importance of their child attending school every day.

**Plan to Monitor Progress Toward G7. 8**

Attendance meetings  
Rtl meetings  
Home Visits  
Student and family interviews

**Person Responsible**

Michelle Weeks

**Schedule**

Monthly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Required paperwork for Attendance meetings Updated Attendance records Meetings with School Social Worker

**G8.** The goal is to reduce the number of bullying referrals from one incidence (2014-2015) that are written at school to zero for the 2015-2016 school year. 1a

G071488

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	0.0

**Resources Available to Support the Goal** 2

- Sawgrass Bay is a Leader in Me and PBS school which includes many programs on the SBE campus to help prevent bullying. The county provided Bully Proofing your School training to the Counselor and Media Specialist who in turn, returned to train the staff. Our Bully Proof implementation plan will be communicated to all stakeholders via Facebook, Website, Newsletters, and the morning news. Guidance Counselors will provide character education lessons during our Wacky Wednesday to all grade levels. Bully prevention resources will be available to checkout at parent request. We have hung the bully proofing posters around the school as well. The bully proofing information learned at the training will also be presented at the PTO and SAC meetings. The counselors will also present on the school news monthly information about bullying and do skits about what bullying is and how to handle it. Newsletters and school website will also provide information on bullying. All bullying incidents will be investigated by administration according to LCS policy.

**Targeted Barriers to Achieving the Goal** 3

- Students may lack self efficacy skills to properly handle various situations.

**Plan to Monitor Progress Toward G8.** 8

Disaggregate Referral Data

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 8/18/2015 to 8/18/2015

**Evidence of Completion**

Documentation will be presented at Leader in Me Meetings and staff meetings

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G2.** 80% of all classrooms will achieve a Level 3 on the Sawgrass Bay developed rubric for the implementation of Personalized Learning. **1**

 G071482

**G2.B1** The availability of Professional Development at the District level for the implementation of Personalized Learning. **2**

 B186303

**G2.B1.S1** Personalized Learning Facilitator will conduct classroom follow up visits and coaching conferences. **4**

 S197686

### Strategy Rationale

The classroom follow up visits and coaching conferences will provide data on the level of implementation in each classroom. Based on the classroom follow up visit data, which focuses on various best practice "look-fors" such as: student articulation of learning target/goal, use of student data notebooks, lessons meeting the full intent of the standard, and the posting of authentic student work; professional development will be tailored to meet the varying needs of the instructional staff.

### Action Step 1 **5**

Classroom Follow Up Visits and Coaching Conferences

#### Person Responsible

Heather Gelb

#### Schedule

Monthly, from 9/7/2015 to 6/6/2016

#### Evidence of Completion

Classroom implementation data based on Personalized Learning Stage 1 Rubric

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Stage 1 Expectations Rubric that monitors level of Personalized Learning implementation

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 9/7/2015 to 6/6/2016

***Evidence of Completion***

Data collection from Stage 1 Expectations Rubric

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monthly PLC

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 9/16/2015 to 5/18/2016

***Evidence of Completion***

Collected data will be presented to each grade level team for ongoing and continuous improvement



**G2.B1.S2 Collaborative Writing Teams** 4

 S197687

**Strategy Rationale**

Allow for additional planning time

**Action Step 1** 5

Teachers will collaborate on Personalized Learning Strategies.

**Person Responsible**

Heather Gelb


**Schedule**

On 10/17/2015

**Evidence of Completion**

Completed Assessments, Choice Boards & Matrices

**G2.B2 Ensuring fidelity of Personalized Learning implementation.** 2

 B186304

**G2.B2.S1 Re-inventing Schools Coalition will provide coaching and professional development.** 4

 S197688

**Strategy Rationale**

Training will take place from a company that is versed in the implementation of Personalized Learning. The Personalized Learning Facilitator will receive ongoing professional development from this company.

**Action Step 1** 5

On-site coaching

**Person Responsible**

Amy Billings

**Schedule**

Semiannually, from 10/6/2015 to 3/16/2016

**Evidence of Completion**

The Re-inventing Schools Coalition will provide onsite coaching support.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Re-inventing Schools Coalition will provide coaching and feedback based on the RISC model. RISC will assist teachers in monitoring their progress by allowing teachers to set goals for their personal growth with implementation.

**Person Responsible**

Amy Billings

**Schedule**

Semiannually, from 10/6/2015 to 6/6/2016

***Evidence of Completion***

RISC will provide guidance for strategic planning for further implementation of personalized learning.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Re-Inventing Schools Coalition will debrief with the Leadership Team following their site-visits to look for trends and assess implementation and next steps.

**Person Responsible**

Amy Billings

**Schedule**

Semiannually, from 10/6/2015 to 6/6/2016

***Evidence of Completion***

Teacher feedback and goals will be shared with the Leadership Team as well as overall trends on the level of implementation.

**G2.B3** Level of staff support and buy-in. 2

B186305

**G2.B3.S1** Conduct staff climate surveys 4

S197689

**Strategy Rationale**

By continually assessing the amount of staff support toward the implementation of Personalized Learning, the Leadership Team can work diligently to ensure staff morale and buy-in stays high.

**Action Step 1** 5

A Survey Monkey survey will be created and sent out to the staff based on overall support and buy in.

**Person Responsible**

Amy Billings

**Schedule**

Quarterly, from 8/19/2015 to 6/6/2016

**Evidence of Completion**

Survey Monkey results

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The Leadership Team will analyze results of the Survey Monkey survey on overall support and buy in.

**Person Responsible**

Amy Billings

**Schedule**

Quarterly, from 8/19/2015 to 6/6/2016

**Evidence of Completion**

The evidence collected will be based upon the overall support of the staff. The survey will indicate the percentage in favor of Personalized Learning, the overall comfort level of implementation in addition to a comment box for more specific feedback.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Quarterly Plans

**Person Responsible**

Amy Billings

**Schedule**

Quarterly, from 11/11/2015 to 6/6/2016

***Evidence of Completion***

After results are analyzed, a plan will be put in place by the members of the leadership team to boost overall staff morale and buy-in.

**G3.** 69% percent of our students will score a level 3 or higher on the Florida Standards Assessment in math.

1

G071483

**G3.B1** The students have not mastered the prerequisite skills from prior grade levels. 2

B186306

**G3.B1.S1** We will use iReady assessments to identify gaps in learning and provide lessons to close the achievement gap. Teachers will participate in collegial planning along with the Math Instructional Coach. The teachers will work together to plan lessons that will implement best practices and small group instruction. Curriculum blueprints and End of Unit Assessments will be used to guide planning. The Eight Mathematical Practices will be implemented in the classroom. Manipulatives will be utilized frequently within classroom instruction. Teachers will use manipulative flip charts to ensure they are using manipulatives as intended. After school tutoring will be offered to the students that are lacking skills. 4

S197690

### Strategy Rationale

In order for students to achieve proficiency at their current grade level, they will need remediation and extra practice in previous skills and grade level content through small group instruction and structured groups with highly qualified educators.

### Action Step 1 5

We will progress monitor through unit assessments, and iReady. Students in the lowest 25% will be monitored by a leadership team member along with the classroom teacher.

#### Person Responsible

William Baysinger

#### Schedule

Biweekly, from 8/18/2015 to 8/18/2015

#### Evidence of Completion

Unit assesments iReady Florida Standards Assessment results

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

We will analyze iReady to monitor student progress. We will record unit assessment scores to analyze data within classes and across grade levels in order to determine remediation and acceleration groups.

**Person Responsible**

William Baysinger

**Schedule**

Biweekly, from 8/24/2015 to 6/4/2016

***Evidence of Completion***

The evidence of completion will be the data pulled from unit assessments, and iReady.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Ensure teachers are looking at data collected from unit assessments, MobyMax and PENDA Learning and re-teaching as needed. Students should be re-assessed.

**Person Responsible**

William Baysinger


**Schedule**

On 6/4/2016

***Evidence of Completion***

The math coaches will meet with the teachers weekly to ensure assessments are being given, and computer programs are being used. The teachers will bring data to show that they have assessed and re-assessed as needed.

**G3.B2** The students lack the necessary reading skills needed to break down word problems in the math curriculum. **2**

 B186307

**G3.B2.S1** Teachers will use Thinking Maps to organize word problems. "Think Aloud" strategy will be implemented in the classroom to model how to read for understanding in a word problem. Students will participate in "accountable talk" to effectively solve word problems. **4**

 S197691

### **Strategy Rationale**

In order for students to be prepared for the Florida Standards Assessment in math, they need to be able to analyze and deconstruct word problems and real life scenarios to be able to determine the correct mathematical operations to use.

### **Action Step 1** **5**

Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.

#### **Person Responsible**

William Baysinger

#### **Schedule**

Monthly, from 8/24/2015 to 6/4/2016

#### **Evidence of Completion**

Authentic Student Work

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Model lessons to ensure teachers have a clear understanding of how to implement thinking maps into the classroom. Teachers will present student exemplars to demonstrate teacher implementation. Regular gallery walks by the leadership team to observe and evaluate the use of thinking maps.

#### **Person Responsible**

William Baysinger

#### **Schedule**

Monthly, from 8/24/2015 to 6/4/2016

#### **Evidence of Completion**

Authentic Student Work Student grades

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Classroom walkthroughs to ensure teachers are implementing the use of thinking maps in math.

**Person Responsible**

William Baysinger


**Schedule**

Weekly, from 8/24/2015 to 6/4/2016

**Evidence of Completion**

Authentic Student Work Unit Assessment Grades

**G3.B3** Lack of parent involvement, mathematical understanding and resources at home. 2

 B186308

**G3.B3.S1** Parents who do not have resources readily available at home can check items out from our Parent Resource Room. Students can also come to media nights and receive help with their homework.

4

 S197692

**Strategy Rationale**

By allowing parents access to materials related to the content areas they will be able to provide the students with additional opportunities for practice at home. Highly qualified teachers will provide homework help at media nights for students who need additional explanations or assistance.

**Action Step 1** 5

Teachers will use Teacher Perscription Pad to refer parents to the Parent Resource Room. Parent Resource Room will open during school hours for parents to check out necessary materials for their child.

**Person Responsible**

Maurice Simmons

**Schedule**

Weekly, from 9/15/2015 to 6/4/2016

**Evidence of Completion**

Parent Surveys, Attendance Sign in/out sheets



**Plan to Monitor Fidelity of Implementation of G3.B3.S1 6**

Parent Resource Room will open during school hours for parents to check out necessary materials for their child. Teacher Prescription Pad information will be collected.

**Person Responsible**

Maurice Simmons

**Schedule**

Monthly, from 8/18/2014 to 8/18/2014

***Evidence of Completion***

Filed prescription sheets Sign in/out sheets

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Parent Resource Room will open during school hours for parents to check out necessary materials for their child.

**Person Responsible**

Maurice Simmons

**Schedule**

Weekly, from 9/7/2015 to 6/4/2016

***Evidence of Completion***

Parent Surveys Attendance Sign in/out sheets

**G3.B4** Lack of standards based instructional strategies to reach each learner **2**

 B186309

**G3.B4.S1** Wacky Wednesday has been put in place, which allows each grade level to have a full day to address the rigor of all standards. **4**

 S197693

**Strategy Rationale**

Allowing teachers to collaboratively plan alongside with instructional coaches will ensure that standards based instructional strategies are in place to reach all learners.

**Action Step 1** **5**

Wacky Wednesday PLC

**Person Responsible**

William Baysinger

**Schedule**

Monthly, from 8/26/2015 to 5/25/2016

**Evidence of Completion**

PLC minutes, lesson plans, classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** **6**

Wacky Wednesday PLC

**Person Responsible**

William Baysinger

**Schedule**

Monthly, from 8/26/2015 to 5/25/2016

**Evidence of Completion**

Classroom walkthroughs, iReady data

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

iReady Data

**Person Responsible**

William Baysinger

**Schedule**

Monthly, from 8/26/2015 to 5/25/2016

***Evidence of Completion***

Student achievement data

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

iReady Data

**Person Responsible**

William Baysinger

**Schedule**

Monthly, from 8/26/2015 to 5/25/2016

***Evidence of Completion***

Student achievement data

**G4.** Our goal is to maintain parent attendance to school sponsored events at an overall average of 75%. 1

G071484

**G4.B1** High mobility rate, access to transportation, being able to afford to participate, parent work hours 2

B186310

**G4.B1.S1** Sawgrass Bay will offer flexible timing for conferences and meetings before, during and after school hours to accommodate our families. 4

S197694

### Strategy Rationale

By providing flexible times, families can choose which time best fits their schedules.

### Action Step 1 5

Schedule Flexible Conferencing

#### Person Responsible

Heather Gelb

#### Schedule

On 10/30/2015

#### Evidence of Completion

**G4.B1.S2** Sawgrass Bay will provide meals during school events 4

S197695

### Strategy Rationale

By providing food, families will not need to worry with the preparation or cost of dinner, allowing them to attend evening events.

### Action Step 1 5

Meals will be provided during school events

#### Person Responsible

Heather Gelb

#### Schedule

On 4/29/2016

#### Evidence of Completion

Meals Provided

**G5.** 71% of our students will score a level 3 or higher on the Florida Standards Assessment in ELA. 1

G071485

**G5.B1** We have students performing below grade level, some of which are part of our ELL population, who lack vocabulary and background knowledge as well as basic foundational reading skills. These students are expected to think critically and answer higher order thinking questions in response to literature. 2

B186311

**G5.B1.S1** Professional development on Junior Great Books for grades 2-5 and Junior Great Books materials 4

S197696

### Strategy Rationale

After receiving professional development on Junior Great Books teachers will be prepared to use higher order questioning effectively and successfully facilitate classroom discussions. This will also help with opinion writing in preparation for the FSA Writing Assessment.

### Action Step 1 5

Implementation of Junior Great Books for teachers in grades 2, 3, 4 and 5

#### Person Responsible

Jennifer Crowley

#### Schedule

Annually, from 8/24/2015 to 6/4/2016

#### Evidence of Completion

Professional Development sign-in sheets Classroom walk-throughs Weekly planning with grade levels

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Students in grades 2-5 will use Junior Great Books to aide in opinion writing and higher order thinking including hypothesis generation in ELA. This will help to increase comprehension and raise our levels of proficient students in ELA.

#### Person Responsible

Jennifer Crowley

#### Schedule

Monthly, from 8/24/2015 to 6/4/2016

#### Evidence of Completion

Lesson Plans Walk Throughs Published Products and Task scores

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Students in grades 2-5 will use Junior Great Books to aide in opinion writing and higher order thinking including hypothesis generation in ELA. This will help to increase comprehension and raise our levels of proficient students in ELA.

**Person Responsible**

Jennifer Crowley

**Schedule**

Annually, from 8/24/2015 to 6/4/2016

**Evidence of Completion**

Reports from Istation Assessmemnts Published Products and Tasks scores

**G5.B1.S2 Response to Literature Training for Coaches** 4

 S197697

**Strategy Rationale**

After coaches receive training on Thinking Maps Response to Literature and Text, professional development will be provided to teachers to utilize these strategies in their ELA blocks. These strategies will be a tool for our underperforming students to dissect text and respond in writing to literature, which will be required of them on our state assessment.

**Action Step 1** 5

Schedule training with Thinking Maps

**Person Responsible**

Heather Gelb

**Schedule**

On 8/29/2016

**Evidence of Completion**

Emails with company Confirmation emails District/Title I paperwork completed by attendees

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Meeting with attendees and Principal to disseminate information received and develop a plan of action for providing professional development for teachers.

**Person Responsible**

Heather Gelb

**Schedule**

On 6/8/2016

***Evidence of Completion***

Calendar invites Notes Plan of Action Sign in sheets Agendas

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Teachers will use the Response to Literature models in their classrooms to increase achievement in written response to text. This will be monitored through personalized learning and teacher/student meetings and rubrics for writing.

**Person Responsible**

Jennifer Crowley

**Schedule**

Weekly, from 10/1/2015 to 6/5/2016

***Evidence of Completion***

Tests/Quizzes Published Products Data trends in classes and grade levels Writing Teacher Observations

### Strategy Rationale

After coaches receive training on this intervention curriculum, professional development will be provided to teachers for use with students needing intervention in phonics and phonemic awareness. This will also be used in MTSS.

### Action Step 1 5

Implement DSC SIPPS program

#### Person Responsible

Jennifer Crowley

#### Schedule

On 6/5/2016

#### Evidence of Completion

agendas, sign-in sheets, MTSS documentation

### Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

ELL students will be monitored in their reading skills and comprehension by Istation assessments, Cella testing, classroom comprehension assessments, and teacher observation.

#### Person Responsible

Jennifer Crowley

#### Schedule

On 6/5/2016

#### Evidence of Completion

Agendas, Sign-in sheets, MTSS documentation



**Plan to Monitor Effectiveness of Implementation of G5.B1.S3** 7

Students will be monitored in their reading skills and comprehension by Istation assessments, Cella testing, classroom comprehension assessments, and teacher observation.

**Person Responsible**

Jennifer Crowley

**Schedule**

On 6/5/2016

**Evidence of Completion**

iStation Data MTSS documentation and data Student progress in the program Assessments

**G5.B2** We have a lack of instructional resources to allow for MTSS interventions that differ from the core.

2

 B186312

**G5.B2.S1** ART with assistance from the Literacy Coach for ELA interventions, will develop a bank of MTSS Resources 4

 S197700

**Strategy Rationale**

Teachers will have systems & resources in place to ensure a wide variety of sources for interventions

**Action Step 1** 5

ART will research & create a bank of MTSS Resources

**Person Responsible**

Heather Gelb

**Schedule**

On 9/18/2015

**Evidence of Completion**

MTSS Resource Manual

**G6.** 65% of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test. 1

G071486

**G6.B1** Due to a lack of student exposure to problem based learning, collaborative experiences and a lack of content knowledge from prior grades. 2

B186314

**G6.B1.S1** The Science Coach will model science-based lessons geared towards inquiry-based teaching and labs and provide opportunities for all grade levels to collaborate in problem based learning activities.

4

S197702

### Strategy Rationale

Lessons will be modeled to provide students with experiences with the nature of science, problem based learning, and the importance of collaboration. The need for more interactive problem based activities, will encourage students to develop critical thinking skills as they find solutions to real world problems.

### Action Step 1 5

Model inquiry-based lessons in the classroom

#### Person Responsible

Phalice Odom

#### Schedule

Weekly, from 8/18/2015 to 6/4/2016

#### Evidence of Completion

Classroom Walkthroughs Lesson Plans Teacher-led Conversations Interactive notebooks to document student thought processes and comprehension

### Action Step 2 5

STEM Night/ Science Fair with The Orlando Science Center

#### Person Responsible

Phalice Odom

#### Schedule

On 11/13/2015

#### Evidence of Completion

Parent Sign In Attendance

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Inquiry based lesson modeling

**Person Responsible**

Phalice Odom

**Schedule**

Weekly, from 8/18/2015 to 6/4/2016

***Evidence of Completion***

Lesson Plans Interactive Notebooks Teacher Led Conversations

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Student outcomes from problem based learning lessons

**Person Responsible**

Phalice Odom

**Schedule**

Weekly, from 8/11/2015 to 6/4/2016

***Evidence of Completion***

Classroom Walkthroughs Lesson Plans Teacher-led Conversations Monitor Interactive notebooks

**G6.B1.S2** The Science coach will coordinate a STEM night for students and their families. 4

S197703

### Strategy Rationale

STEM night will allow students and parents to work together and be involved in problem based learning activities.

### Action Step 1 5

STEM Night/ Science Fair

#### Person Responsible

Phalice Odom

#### Schedule

On 12/18/2015

#### Evidence of Completion

Parent Sign In sheets STEM Binder for District Event Flyer

### Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Planning and Execution of Stem Night

#### Person Responsible

Phalice Odom

#### Schedule

On 10/31/2015

#### Evidence of Completion

Title I Purchase Orders Flyers Call-Out System Photographs Stem Binder for District

### Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

#### Person Responsible

#### Schedule

#### Evidence of Completion

**G7.** We will decrease the number of students with twenty or more absences by 1%. 1

G071487

**G7.B1** Elementary students are dependent upon on their parents/guardians to ensure that they come to school. Some parents do not understand the importance of their child attending school every day. 2

B186315

**G7.B1.S1** School-wide perfect attendance monthly party ideas to help inspire students in the desire to come to school daily. 4

S197704

### Strategy Rationale

Help give students an incentive to come to school daily.

### Action Step 1 5

School-wide attendance party ideas

#### Person Responsible

Maurice Simmons

#### Schedule

Monthly, from 10/8/2015 to 6/3/2016

#### Evidence of Completion

Monthly Perfect Attendance Report

### Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

School-wide perfect attendance monthly parties

#### Person Responsible

Maurice Simmons

#### Schedule

Monthly, from 10/8/2015 to 6/3/2016

#### Evidence of Completion

Party will have occurred.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

student survey

**Person Responsible**

Michelle Weeks

**Schedule**

Monthly, from 10/8/2015 to 6/3/2016


**Evidence of Completion**

Compilation of student surveys

**G8.** The goal is to reduce the number of bullying referrals from one incidence (2014-2015) that are written at school to zero for the 2015-2016 school year. 1

 G071488

**G8.B1** Students may lack self efficacy skills to properly handle various situations. 2

 B186317

**G8.B1.S1** Educate bus drivers about the school wide Leader in Me system and encourage positive behaviors on the bus. Advertise the importance to parents about both the PTO and SAC meetings and what will be addressed at each. 4

 S197707

**Strategy Rationale**

Providing our bus drivers and stakeholders with training on Leader in Me and bullying will allow them to encourage positive behavior in our students.

**Action Step 1** 5

Training the team about PBS and how it works throughout the school.  
Educate parents about PBS and how we are a bully free school.

**Person Responsible**

Michelle Weeks

**Schedule**

Annually, from 8/18/2015 to 8/18/2015

**Evidence of Completion**

Leader in Me training has taken place PTO and SAC meetings have occurred Bullying Committee Meeting has taken place

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Referral Disaggregation

**Person Responsible**

Michelle Work

**Schedule**

On 5/31/2016

***Evidence of Completion***

Decrease in referrals

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G8.B1.S2** Provide Leader in Me Training in the Classrooms through Launching Leadership In-service.

4

 S197708

**Strategy Rationale**

Allow students to learn leadership strategies that will promote self efficacy in all decision making.

**Action Step 1** 5

Provide Leader in Me - Launching Leadership Training

**Person Responsible**

Michelle Work

**Schedule**

On 10/23/2015

***Evidence of Completion***

Implementation within the classroom demonstrated in observations

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Classroom Follow Up Visits and Coaching Conferences	Gelb, Heather	9/7/2015	Classroom implementation data based on Personalized Learning Stage 1 Rubric	6/6/2016 monthly
G2.B1.S2.A1	Teachers will collaborate on Personalized Learning Strategies.	Gelb, Heather	10/17/2015	Completed Assessments, Choice Boards & Matrices	10/17/2015 one-time
G2.B2.S1.A1	On-site coaching	Billings, Amy	10/6/2015	The Re-inventing Schools Coalition will provide onsite coaching support.	3/16/2016 semiannually
G2.B3.S1.A1	A Survey Monkey survey will be created and sent out to the staff based on overall support and buy in.	Billings, Amy	8/19/2015	Survey Monkey results	6/6/2016 quarterly
G3.B1.S1.A1	We will progress monitor through unit assessments, and iReady. Students in the lowest 25% will be monitored by a leadership team member along with the classroom teacher.	Baysinger, William	8/18/2015	Unit assesments iReady Florida Standards Assessment results	8/18/2015 biweekly
G3.B2.S1.A1	Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.	Baysinger, William	8/24/2015	Authentic Student Work	6/4/2016 monthly
G3.B3.S1.A1	Teachers will use Teacher Perscription Pad to refer parents to the Parent Resource Room. Parent Resource Room will open during school hours for parents to check out necessary materials for their child.	Simmons, Maurice	9/15/2015	Parent Surveys, Attendance Sign in/out sheets	6/4/2016 weekly
G3.B4.S1.A1	Wacky Wednesday PLC	Baysinger, William	8/26/2015	PLC minutes, lesson plans, classroom walkthroughs	5/25/2016 monthly
G4.B1.S1.A1	Schedule Flexible Conferencing	Gelb, Heather	10/27/2015		10/30/2015 one-time
G4.B1.S2.A1	Meals will be provided during school events	Gelb, Heather	8/17/2015	Meals Provided	4/29/2016 one-time
G5.B1.S1.A1	Implementation of Junior Great Books for teachers in grades 2, 3, 4 and 5	Crowley, Jennifer	8/24/2015	Professional Development sign-in sheets Classroom walk-throughs Weekly planning with grade levels	6/4/2016 annually
G5.B1.S2.A1	Schedule training with Thinking Maps	Gelb, Heather	8/24/2015	Emails with company Confirmation emails District/Title I paperwork completed by attendees	8/29/2016 one-time
G5.B1.S3.A1	Implement DSC SIPPS program	Crowley, Jennifer	9/15/2015	agendas, sign-in sheets, MTSS documentation	6/5/2016 one-time
G5.B2.S1.A1	ART will research & create a bank of MTSS Resources	Gelb, Heather	9/1/2015	MTSS Resource Manual	9/18/2015 one-time
G6.B1.S1.A1	Model inquiry-based lessons in the classroom	Odom, Phalice	8/18/2015	Classroom Walkthroughs Lesson Plans Teacher-led Conversations Interactive notebooks to document student thought processes and comprehension	6/4/2016 weekly
G6.B1.S2.A1	STEM Night/ Science Fair	Odom, Phalice	12/18/2015	Parent Sign In sheets STEM Binder for District Event Flyer	12/18/2015 one-time
G7.B1.S1.A1	School-wide attendance party ideas	Simmons, Maurice	10/8/2015	Monthly Perfect Attendance Report	6/3/2016 monthly
G8.B1.S1.A1	Training the team about PBS and how it works throughout the school. Educate parents about PBS and how we are a bully free school.	Weeks, Michelle	8/18/2015	Leader in Me training has taken place PTO and SAC meetings have ocured Bullying Committee Meeting has taken place	8/18/2015 annually
G8.B1.S2.A1	Provide Leader in Me - Launching Leadership Training	Work, Michelle	10/23/2015	Implementation within the classroom demonstrated in observations	10/23/2015 one-time



**Lake - 0067 - Sawgrass Bay Elementary School - 2015-16 SIP**  
*Sawgrass Bay Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A2	STEM Night/ Science Fair with The Orlando Science Center	Odom, Phalice	11/10/2015	Parent Sign In Attendance	11/13/2015 one-time
G1.MA1	Data from the Tactical Site Survey, Vulnerability Assessment	Simmons, Maurice	11/2/2015	Results from Tactical Site Survey will be used to create an Engagement letter which makes recommendations and suggestions for enhancing safety.	3/8/2016 weekly
G2.MA1	The data that will be collected will gathered from a rubric created by Sawgrass Bay Elementary (Stage 1 Expectations). The five categories of the rubric are aligned to the goals set forth by Lake County Schools for the implementation of Personalized Learning.	Billings, Amy	9/23/2015	The evidence will assess the level of implementation in each classroom, grade level and across campus.	5/18/2016 monthly
G2.B1.S1.MA1	Monthly PLC	Gelb, Heather	9/16/2015	Collected data will be presented to each grade level team for ongoing and continuous improvement	5/18/2016 monthly
G2.B1.S1.MA1	Stage 1 Expectations Rubric that monitors level of Personalized Learning implementation	Gelb, Heather	9/7/2015	Data collection from Stage 1 Expectations Rubric	6/6/2016 monthly
G2.B2.S1.MA1	Re-Inventing Schools Coalition will debrief with the Leadership Team following their site-visits to look for trends and assess implementation and next steps.	Billings, Amy	10/6/2015	Teacher feedback and goals will be shared with the Leadership Team as well as overall trends on the level of implementation.	6/6/2016 semiannually
G2.B2.S1.MA1	Re-inventing Schools Coalition will provide coaching and feedback based on the RISC model. RISC will assist teachers in monitoring their progress by allowing teachers to set goals for their personal growth with implementation.	Billings, Amy	10/6/2015	RISC will provide guidance for strategic planning for further implementation of personalized learning.	6/6/2016 semiannually
G2.B3.S1.MA1	Quarterly Plans	Billings, Amy	11/11/2015	After results are analyzed, a plan will be put in place by the members of the leadership team to boost overall staff morale and buy-in.	6/6/2016 quarterly
G2.B3.S1.MA1	The Leadership Team will analyze results of the Survey Monkey survey on overall support and buy in.	Billings, Amy	8/19/2015	The evidence collected will be based upon the overall support of the staff. The survey will indicate the percentage in favor of Personalized Learning, the overall comfort level of implementation in addition to a comment box for more specific feedback.	6/6/2016 quarterly
G3.MA1	Data will be gathered from unit assessments, iReady, computer programs and classroom walkthroughs.	Baysinger, William	8/24/2015	Retrieve data from iReady Unit Assessments Classroom Walkthroughs Florida Standards Assessment Scores	6/4/2016 weekly
G3.B1.S1.MA1	Ensure teachers are looking at data collected from unit assessments, MobyMax and PENDA Learning and re-teaching as needed. Students should be re-assessed.	Baysinger, William	8/24/2015	The math coaches will meet with the teachers weekly to ensure assessments are being given, and computer programs are being used. The teachers will bring data to show that they have assessed and re-assessed as needed.	6/4/2016 one-time
G3.B1.S1.MA1	We will analyze iReady to monitor student progress. We will record unit assessment scores to analyze data within classes and across grade levels in order to determine remediation and acceleration groups.	Baysinger, William	8/24/2015	The evidence of completion will be the data pulled from unit assessments, and iReady.	6/4/2016 biweekly
G3.B2.S1.MA1	Classroom walkthroughs to ensure teachers are implementing the use of thinking maps in math.	Baysinger, William	8/24/2015	Authentic Student Work Unit Assessment Grades	6/4/2016 weekly
G3.B2.S1.MA1	Model lessons to ensure teachers have a clear understanding of how to	Baysinger, William	8/24/2015	Authentic Student Work Student grades	6/4/2016 monthly

**Lake - 0067 - Sawgrass Bay Elementary School - 2015-16 SIP**  
Sawgrass Bay Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implement thinking maps into the classroom. Teachers will present student exemplars to demonstrate teacher implementation. Regular gallery walks by the leadership team to observe and evaluate the use of thinking maps.				
G3.B3.S1.MA1	Parent Resource Room will open during school hours for parents to check out necessary materials for their child.	Simmons, Maurice	9/7/2015	Parent Surveys Attendance Sign in/out sheets	6/4/2016 weekly
G3.B3.S1.MA1	Parent Resource Room will open during school hours for parents to check out necessary materials for their child. Teacher Perscription Pad information will be collected.	Simmons, Maurice	8/18/2014	Filed prescription sheets Sign in/out sheets	8/18/2014 monthly
G3.B4.S1.MA1	iReady Data	Baysinger, William	8/26/2015	Student achievement data	5/25/2016 monthly
G3.B4.S1.MA1	iReady Data	Baysinger, William	8/26/2015	Student achievement data	5/25/2016 monthly
G3.B4.S1.MA1	Wacky Wednesday PLC	Baysinger, William	8/26/2015	Classroom walkthroughs, iReady data	5/25/2016 monthly
G4.MA1	[no content entered]			one-time	
G5.MA1	Students in grades 2-5 will use Junior Great Books to aide in opinion writing and higher order thinking including hypothesis generation in ELA. This will help to increase comprehension and raise our levels of proficient students in ELA.	Crowley, Jennifer	8/24/2015	Analyzing Published Products Analyzing iStation Classroom Walk Throughs PLCs	6/4/2016 annually
G5.B1.S1.MA1	Students in grades 2-5 will use Junior Great Books to aide in opinion writing and higher order thinking including hypothesis generation in ELA. This will help to increase comprehension and raise our levels of proficient students in ELA.	Crowley, Jennifer	8/24/2015	Reports from Istation Assessments Published Products and Tasks scores	6/4/2016 annually
G5.B1.S1.MA1	Students in grades 2-5 will use Junior Great Books to aide in opinion writing and higher order thinking including hypothesis generation in ELA. This will help to increase comprehension and raise our levels of proficient students in ELA.	Crowley, Jennifer	8/24/2015	Lesson Plans Walk Throughs Published Products and Task scores	6/4/2016 monthly
G5.B1.S2.MA1	Teachers will use the Response to Literature models in their classrooms to increase achievement in written response to text. This will be monitored through personalized learning and teacher/student meetings and rubrics for writing.	Crowley, Jennifer	10/1/2015	Tests/Quizzes Published Products Data trends in classes and grade levels Writing Teacher Observations	6/5/2016 weekly
G5.B1.S2.MA1	Meeting with attendees and Principal to disseminate information received and develop a plan of action for providing professional development for teachers.	Gelb, Heather	9/22/2015	Calendar invites Notes Plan of Action Sign in sheets Agendas	6/8/2016 one-time
G5.B1.S3.MA1	Students will be monitored in their reading skills and comprehension by Istation assessments, Cella testing, classroom comprehension assessments, and teacher observation.	Crowley, Jennifer	9/15/2015	iStation Data MTSS documentation and data Student progress in the program Assessments	6/5/2016 one-time
G5.B1.S3.MA1	ELL students will be monitored in their reading skills and comprehension by Istation assessments, Cella testing,	Crowley, Jennifer	9/15/2015	Agendas, Sign-in sheets, MTSS documentation	6/5/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classroom comprehension assessments, and teacher observation.				
G6.MA1	Monitor instruction in classroom and look at data gathered from mini-benchmarks, lesson plans, walk throughs throughout the year to make sure that we are progressing towards our goal of 65% of students scoring a level 3 or higher on the FCAT 2.0 Science Test.	Odom, Phalice	8/18/2015	Classroom Walkthroughs Lesson Plans LSA Mini Data Lesson Assessments FCAT 2.0 Scores LSA Assessments	6/4/2016 weekly
G6.B1.S1.MA1	Student outcomes from problem based learning lessons	Odom, Phalice	8/11/2015	Classroom Walkthroughs Lesson Plans Teacher-led Conversations Monitor Interactive notebooks	6/4/2016 weekly
G6.B1.S1.MA1	Inquiry based lesson modeling	Odom, Phalice	8/18/2015	Lesson Plans Interactive Notebooks Teacher Led Conversations	6/4/2016 weekly
G6.B1.S2.MA1	[no content entered]			one-time	
G6.B1.S2.MA1	Planning and Execution of Stem Night	Odom, Phalice	10/1/2015	Title I Purchase Orders Flyers Call-Out System Photographs Stem Binder for District	10/31/2015 one-time
G7.MA1	Attendance meetings RtI meetings Home Visits Student and family interviews	Weeks, Michelle	10/1/2015	Required paperwork for Attendance meetings Updated Attendance records Meetings with School Social Worker	6/3/2016 monthly
G7.B1.S1.MA1	student survey	Weeks, Michelle	10/8/2015	Compilation of student surveys	6/3/2016 monthly
G7.B1.S1.MA1	School-wide perfect attendance monthly parties	Simmons, Maurice	10/8/2015	Party will have occurred.	6/3/2016 monthly
G8.MA1	Disaggregate Referral Data	Gelb, Heather	8/18/2015	Documentation will be presented at Leader in Me Meetings and staff meetings	8/18/2015 monthly
G8.B1.S1.MA1	[no content entered]			one-time	
G8.B1.S1.MA1	Referral Disaggregation	Work, Michelle	8/24/2015	Decrease in referrals	5/31/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G2.** 80% of all classrooms will achieve a Level 3 on the Sawgrass Bay developed rubric for the implementation of Personalized Learning.

**G2.B2** Ensuring fidelity of Personalized Learning implementation.

**G2.B2.S1** Re-inventing Schools Coalition will provide coaching and professional development.

### PD Opportunity 1

On-site coaching

#### Facilitator

RISC

#### Participants

Teachers

#### Schedule

Semiannually, from 10/6/2015 to 3/16/2016

**G3.** 69% percent of our students will score a level 3 or higher on the Florida Standards Assessment in math.

**G3.B2** The students lack the necessary reading skills needed to break down word problems in the math curriculum.

**G3.B2.S1** Teachers will use Thinking Maps to organize word problems. "Think Aloud" strategy will be implemented in the classroom to model how to read for understanding in a word problem. Students will participate in "accountable talk" to effectively solve word problems.

### PD Opportunity 1

Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.

#### Facilitator

Jennifer Crowley, Phalice Odom, Ashlie Rogers

#### Participants

Instructional Personnel

#### Schedule

Monthly, from 8/24/2015 to 6/4/2016

**G5.** 71% of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.

**G5.B1** We have students performing below grade level, some of which are part of our ELL population, who lack vocabulary and background knowledge as well as basic foundational reading skills. These students are expected to think critically and answer higher order thinking questions in response to literature.

**G5.B1.S1** Professional development on Junior Great Books for grades 2-5 and Junior Great Books materials

**PD Opportunity 1**

Implementation of Junior Great Books for teachers in grades 2, 3, 4 and 5

**Facilitator**

Jennifer Crowley, Literacy Coach

**Participants**

Instructional Teachers

**Schedule**

Annually, from 8/24/2015 to 6/4/2016

**G5.B1.S2** Response to Literature Training for Coaches

**PD Opportunity 1**

Schedule training with Thinking Maps

**Facilitator**

Thinking Maps, Inc.

**Participants**

Jennifer Crowley, Literacy Coach Phalice Odom, Science Coach

**Schedule**

On 8/29/2016

**G5.B1.S3** Developmental Studies Center SIPPS training for Remedial Reading Teachers

**PD Opportunity 1**

Implement DSC SIPPS program

**Facilitator**

Developmental Studies Center

**Participants**

Literacy Coach

**Schedule**

On 6/5/2016

**G8.** The goal is to reduce the number of bullying referrals from one incidence (2014-2015) that are written at school to zero for the 2015-2016 school year.

**G8.B1** Students may lack self efficacy skills to properly handle various situations.

**G8.B1.S1** Educate bus drivers about the school wide Leader in Me system and encourage positive behaviors on the bus. Advertise the importance to parents about both the PTO and SAC meetings and what will be addressed at each.

**PD Opportunity 1**

Training the team about PBS and how it works throughout the school. Educate parents about PBS and how we are a bully free school.

**Facilitator**

Launching Leadership

**Participants**

Teachers

**Schedule**

Annually, from 8/18/2015 to 8/18/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G2.B1.S1.A1	Classroom Follow Up Visits and Coaching Conferences				\$0.00
2	G2.B1.S2.A1	Teachers will collaborate on Personalized Learning Strategies.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0067 - Sawgrass Bay Elementary School	Other		\$2,000.00
<i>Notes: Collaborative Planning Time</i>						
3	G2.B2.S1.A1	On-site coaching				\$0.00
4	G2.B3.S1.A1	A Survey Monkey survey will be created and sent out to the staff based on overall support and buy in.				\$0.00
5	G3.B1.S1.A1	We will progress monitor through unit assessments, and iReady. Students in the lowest 25% will be monitored by a leadership team member along with the classroom teacher.				\$0.00
6	G3.B2.S1.A1	Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.				\$0.00
7	G3.B3.S1.A1	Teachers will use Teacher Perscription Pad to refer parents to the Parent Resource Room. Parent Resource Room will open during school hours for parents to check out necessary materials for their child.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0067 - Sawgrass Bay Elementary School	Title I Part A		\$1,000.00
<i>Notes: Parent Resource Room</i>						
8	G3.B4.S1.A1	Wacky Wednesday PLC				\$0.00
9	G4.B1.S1.A1	Schedule Flexible Conferencing				\$0.00
10	G4.B1.S2.A1	Meals will be provided during school events				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0067 - Sawgrass Bay Elementary School	Title I Part A		\$1,000.00
<i>Notes: Meals will be provided during school events</i>						
11	G5.B1.S1.A1	Implementation of Junior Great Books for teachers in grades 2, 3, 4 and 5				\$0.00

<b>Budget Data</b>							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$0.00	
<i>Notes: 3,117.00</i>							
<b>12</b>	<b>G5.B1.S2.A1</b>	<b>Schedule training with Thinking Maps</b>					<b>\$3,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$3,600.00	
<i>Notes: Thinking Maps Response to Literature</i>							
<b>13</b>	<b>G5.B1.S3.A1</b>	<b>Implement DSC SIPPS program</b>					<b>\$237.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$237.00	
<i>Notes: DSC SIPPS Training</i>							
<b>14</b>	<b>G5.B2.S1.A1</b>	<b>ART will research &amp; create a bank of MTSS Resources</b>					<b>\$0.00</b>
<b>15</b>	<b>G6.B1.S1.A1</b>	<b>Model inquiry-based lessons in the classroom</b>					<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$400.00	
<i>Notes: Spiral notebooks (Interactive Science Notebooks) Interactive Notebook templates for K-2</i>							
<b>16</b>	<b>G6.B1.S1.A2</b>	<b>STEM Night/ Science Fair with The Orlando Science Center</b>					<b>\$1,892.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$1,892.00	
<i>Notes: Parent Involvement: *Orlando Science Center 2 nights \$1327 *Science Fair Presentation Boards Grades K-5 \$ 65 *Refreshments 2 nights \$500 *</i>							
			District-Wide	Title I Part A		\$0.00	
<i>Notes: (Science Fair Presentation Boards)</i>							
<b>17</b>	<b>G6.B1.S2.A1</b>	<b>STEM Night/ Science Fair</b>					<b>\$0.00</b>
<b>18</b>	<b>G7.B1.S1.A1</b>	<b>School-wide attendance party ideas</b>					<b>\$600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0067 - Sawgrass Bay Elementary School	Other		\$600.00	
<i>Notes: Attendance Parties</i>							



<b>Budget Data</b>						
<b>19</b>	<b>G8.B1.S1.A1</b>	<b>Training the team about PBS and how it works throughout the school. Educate parents about PBS and how we are a bully free school.</b>				<b>\$0.00</b>
<b>20</b>	<b>G8.B1.S2.A1</b>	<b>Provide Leader in Me - Launching Leadership Training</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0067 - Sawgrass Bay Elementary School	Other		\$6,000.00
			<i>Notes: Leader In Me</i>			
					<b>Total:</b>	<b>\$16,729.00</b>