

Lake County Schools

Sawgrass Bay Elementary School



2016-17 Schoolwide Improvement Plan

Sawgrass Bay Elementary School

16325 SUPERIOR BLVD, Clermont, FL 34714

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sawgrass Bay Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To create a collaborative learning community that develops students who achieve excellence both academically and socially in order to become productive leaders in society.

2. School Environment

a. 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.

b. 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 and Leader In Me initiative ensures that each student feels valued through emphasizing the Covey Habits and being an active participant in their own learning.

c. 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 receive training on the school-wide discipline ladder and procedures at the beginning of each school year. Students and teachers will review the school-wide Standard Operating Procedures in January to ensure knowledge of expectations.

d. 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 and provide Tier 2 and 3 behavior interventions. 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. A mentoring program is established and behavioral data used to select students who need additional mentoring to be successful and promote positive interactions.

3. Early Warning Systems

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

a. 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, guidance counselors, and accelerated resource teacher.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	43	42	39	39	34	18	0	0	0	0	0	0	0	215
One or more suspensions	1	0	3	1	0	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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%.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Steenken, Andrea	Principal
Crowley, Jennifer	Instructional Coach
Odom, Phalice	Instructional Coach
Velez, Rose	Other
Work, Michelle	Assistant Principal
Torres, Daniel	Instructional Coach
Merrill, Robert	School Counselor
Weeks, Michelle	School Counselor
Block, Cheryl	Teacher, ESE
Santuchi, Sophy	
Dos Santos, Kimberley	Assistant Principal
Montez, Lueverne	Assistant Principal

b. Duties

1. 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 team includes the following members:

Principal: Andrea Steenken

Assistant Principal: Kimberley Dos Santos

Assistant Principal: Michelle Work

Assistant Principal: Lueverne Montez

The Principal creates a common vision with student success being at the forefront and ensures the School Improvement Plan is implemented and monitored throughout the year. School administration, under the direction of the principal, will provide leadership in the planning, delivery and monitoring of standards-based instruction across campus. Administration ensures teachers receive adequate support and professional development to improve instructional practice. The MTSS process and student data is closely monitored by administration to ensure all students are making adequate learning gains.

Curriculum Resource Teacher: Kara Stratton

Math Coach: William Baysinger

Reading Coach: Jennifer Crowley

Science Coach: Phalice Odom

K-1 Instructional Coach: Manuel Motyl

Acceleration Resource Teacher: Ashlie Scovil (Coordinates the MTSS process and Tier 3 instruction)

The instructional coaches will facilitate and support the development and implementation of tier 1 instruction. They will identify intervention strategies that are evidenced and scientific-based, and 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: Cheri Block

The ESE School Specialist will assist with data collection and implementation of IEPs for all ESE students.

ELL Specialist: Rose Velez

The ELL Specialist 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 problem solving team.

Guidance Counselor: Michelle Weeks (PreK-1)

Guidance Counselor: Sophy Santuchi (2-3)

Guidance Counselor: Rob Merrill (4-5)

School guidance counselors assist with development, monitoring and implementation of behavioral interventions and data collection. The counselors play an integral role as part of the Problem Solving Team.

Classroom Teachers

The general education teachers will deliver Standards-based, Tier I instruction and intervention and 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.

2. 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 problem solving team (leadership) will be led by our Accelerated Resource Teacher (ART) and guidance counselors. Other members of the team include administration, Curriculum Resource Teacher (CRT) instructional coaches, English Language Learners (ELL) Coach, ESE specialist, school psychologist and staffing specialist. The team will meet to progress monitor the instruction and interventions of all students through the use of Early Warning Systems and student data. Tier 1 data analysis will take place 3 times a year while tier 2 and tier 3 data analysis will occur on a monthly basis. The team will identify students who are not meeting grade level proficiency to determine their level of instructional needs based on the 3 tiers. Research based resources and materials will be provided to teachers so that they are equipped to meet the specific needs of these students. In addition, a morning computer lab will be offered for students receiving intensive tier 3 instruction to help further content area knowledge.

The problem solving team will also use this student data to identify professional development activities and resources that can be offered to teachers to enhance the learning environment. MTSS coordinators will attend monthly professional development to assist with MTSS implementation. Articulation meetings are held at the end of every year with feeder schools within our learning zone.

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, 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

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:

- President's Physical Fitness Course for all students
- Too Good For Drugs, Mendez program in all grades
- Red Ribbon Week Activities school wide
- 7 Habits of Happy Kids (Covey Habits)

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
James Rivera	Business/Community
Christina Lees	Parent
Nancy Clark	Parent
Judith Alviola	Parent
Selena Hobbs	Parent
Dolores Gonzales	Education Support Employee
Shannon Maldonado	Parent
Hadley McRaney	Teacher
Julie Staton	Parent
Brandy Butterworth	Parent
Mary Heyl	Parent
Jaimie Stork	Parent
Nancy Holovach	Parent
Agatha Medina	Parent
Veronica Gonzalez	Parent
Ashley Drew	Parent
Andrea Steenken	Principal
Patricia Fulton	Teacher
Carrie Bilancio-Diaz	Teacher
Kara Stratton	Teacher
Danielle Cleave	Teacher
Lisa Rock	Education Support Employee
Fionna Harmouche	Education Support Employee
Carol Cervantes	Business/Community

b. Duties

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

a. 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.

b. Development of this school improvement plan

During August of 2016 parents were invited to the SAC meeting where we reviewed prior year data, the 2016-2017 instructional focus, and presented an overview of the SIP goals, barriers, and strategies. 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.

c. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Crowley, Jennifer	Instructional Coach
Velez, Rose	Other
Motyl, Manuela	Instructional Coach
Steenken, Andrea	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This year Sawgrass Bay's major initiatives will include taking part in the Superintendent's Reading Challenge, Celebrate Literacy Week in conjunction with Snuggle Up and Read Night, and Read Across America. We also will be promoting the Accelerated Reader program for students who meet 90% of their goals. 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. Throughout the year Istation Data will be tracked and reviewed to measure growth in Literacy to assure that the activities promoting literacy are effective.

D. Public and Collaborative Teaching

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

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

Teachers receive a day of structured, collaborative planning once every seven weeks. The teams begin by analyzing formative assessment data to determine if students have mastered the previous standards. During this time, the grade level teams, with the support of the instructional coaches, deconstruct standards and develop student tasks that align to the full intent of the content standard.

Grade level teams meet weekly weekly to review lesson plans and plan instructional best practices to actively engage students in the learning process.

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

The main responsibilities of recruitment are overseen by the Principal. Candidates are recruited through job fairs, the Lake County Employment Website, and via Social Media. Much emphasis is spent on developing and retaining highly qualified, effective teachers at Sawgrass Bay. Personalized, professional development is provided on a monthly basis where teachers select their learning through a menu of choices. Teachers are also given opportunities to observe instructional best practices through peer observations. Instructional coaches play an integral part to developing highly qualified teachers. Through implementation of the coaching cycle, teachers are able to observe high quality education and translate it into practice in their classroom. This support offered by instructional coaches will be monitored throughout the year by the administration and the level of support adjusted as needed. Through the commitment to student success, the leadership team works together to develop and retain teachers at Sawgrass Bay.

Additional methods used to develop and retain highly qualified, effective teachers are:

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. The mentors will use the Teacher Induction Program Resource Guide to support the mentees.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Lake

County blueprints are used school-wide in planning and implementation of curriculum in the school. The CRT, Literacy Coach, and Math Coach 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.

b. Instructional Strategies

1. 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. A 30 minute acceleration block is built into the daily schedule. Data-driven interventions are provided during this time.

2. 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: 2,400

ELL students will receive morning computer lab time for Rosetta Stone.

Strategy Rationale

By receiving additional time on Rosetta Stone, English Language Learners, will increase proficiency of the English Language at a faster pace.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Velez, Rose, velezr@lake.k12.fl.us

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

Rosetta Stone Usage and Assessments

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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's points of strength according to the Florida Standards Assessments are with 3rd grade ELA and Math. There was an increase of 3% proficient in 3rd grade ELA and an increase of 4% in math.

4th grade decreased proficiency in both ELA and Math, while 5th grade maintained 47% proficiency in ELA and increased by 10% in math. Upon further review of the data, the cohort groups of students from 3rd to 4th and from 4th to 5th grade all decreased in proficiency in both ELA and Math. This was evident in the learning gains and especially within the learning gains of the lowest quartile. The 2015-2016 FSA data for ELA and Math indicate that students are not making adequate growth in a year's time to close the achievement gap.

Science is another area of need according to the trend data. For the past few years, the Science FCAT scores have consistently decreased from 62% proficient to 49% proficient. Analysis of the assessment data indicates that the greatest need is in the domain of Life Science.

B. 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.

Sawgrass Bay Elementary has identified correlations between areas for improvement to specific root causes related to the need identified in the data. One correlation is the lack of teacher retention leading to a high number of teachers unfamiliar with the expectations of the Florida Standards. With limited time devoted to common planning, teachers are frequently trying to make sense of the complex standards and tasks in isolation.

Another root cause for the data is the high number of ELL/NES students represented at Sawgrass Bay. It is important that our teachers focus on instructional strategies to meet the needs of this population.

C. Strategic Goals

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.** By utilizing Early Warning Signs data, Sawgrass Bay will create and monitor systems to increase attendance, maintain positive student behaviors, and maintain a safe and supportive environment for all students.

- G2.** With high expectations teachers will understand, plan, and deliver personalized standards-based instruction in all content areas for all students.

Strategic Goals Detail

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

G1. By utilizing Early Warning Signs data, Sawgrass Bay will create and monitor systems to increase attendance, maintain positive student behaviors, and maintain a safe and supportive environment for all students. 1a

G086744

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of student behavior interventions and strategies.
- Lack of protocols and school-wide system for behavior infraction and implementation of the discipline ladder.
- The impact attendance plays in the primary grades to promote student success is not fully understood and communicated to the parents/guardians.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS, ART, Guidance, EWS Data, The Leader in Me Program, Decision ED, Attendance and Behavior Incentives

Plan to Monitor Progress Toward G1. 8

Student behavioral data and interventions will be analyzed and monitored throughout the year by administration and the guidance department.

Person Responsible

Michelle Weeks

Schedule

Monthly, from 9/9/2016 to 9/9/2016

Evidence of Completion

Referral data, Infraction Documentation, Individual Behavioral Plans, MTSS documentation

Plan to Monitor Progress Toward G1. 8

Attendance data will be analyzed and monitored on a weekly basis.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 8/10/2016 to 6/9/2017

Evidence of Completion

attendance data per grade level, attendance problem solving meetings, grades/data for students with attendance concerns

G2. With high expectations teachers will understand, plan, and deliver personalized standards-based instruction in all content areas for all students. 1a

G086745

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	59.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the full intent of the Florida Standards.
- Inconsistent use of data to drive instruction.
- Inconsistent understanding of instructional best practices to increase student engagement with critical content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach, Math Coach, Curriculum Resource Teacher, K-1 Instructional Coach, Personalized Learning Coach, ELL Specialist, Common Planning, Progress Monitoring Data, Test Item Specifications, CPALMS, Instructional Blueprints, Model Classrooms, Targeted Feedback, Marzano Instructional Framework, Professional Development (Genius Bars)

Plan to Monitor Progress Toward G2. 8

Analyze observational trend data for each grade level to determine an increase in teachers understanding, planning, and delivering personalized standards-based instruction in all content areas.

Person Responsible

Andrea Steenken

Schedule

Monthly, from 9/7/2016 to 6/7/2017

Evidence of Completion

Trend Observational Data Analysis

Plan to Monitor Progress Toward G2. 8

Analyze student data from iReady, Istation, MAP, and the Lake Science Assessment.

Person Responsible

Daniel Torres

Schedule

Quarterly, from 9/7/2016 to 6/7/2017

Evidence of Completion

Data Analysis by grade level, class, and individual students

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

 = Problem Solving Step  S123456 = Quick Key

G1. By utilizing Early Warning Signs data, Sawgrass Bay will create and monitor systems to increase attendance, maintain positive student behaviors, and maintain a safe and supportive environment for all students. 1

G086744

G1.B1 Lack of student behavior interventions and strategies. 2

B230598

G1.B1.S1 Teachers and staff will embed the use of the Covey Habits for Highly Effective Students in all classrooms and set expectations for positive student behaviors. 4

S243274

Strategy Rationale

If teachers and staff embed the Covey Habits in all classrooms and set expectations for positive behavior then there should be an increase in positive behavior across campus.

Action Step 1 5

Teachers will create a Covey Habit bulletin board in their classroom

Person Responsible

Michelle Work

Schedule

On 8/12/2016

Evidence of Completion

Covey Habit wall will be documented through classroom walkthroughs by the House Administrator

Action Step 2 5

Drop Everything And Lead (DEAL) time will be imbedded in instruction for the first 7 days.

Person Responsible

Michelle Work

Schedule

Daily, from 8/15/2016 to 8/23/2016

Evidence of Completion

Covey Habit activities will be documented in the lesson plans

Action Step 3 5

One Covey Habit will be taught monthly with the language embedded in everyday activities.

Person Responsible

Michelle Work

Schedule

Monthly, from 8/24/2016 to 2/28/2017

Evidence of Completion

Covey Habit activities will be documented in teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School-Wide classroom walkthroughs will be conducted during morning meetings to identify components of the Covey Habits within the classroom.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 9/6/2016 to 6/9/2017

Evidence of Completion

Classroom walkthrough data from morning meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Discipline data will be monitored and discussed on a monthly basis to review behavior trends.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 10/6/2016 to 6/9/2017

Evidence of Completion

Referral reports and classroom infraction forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers will select students on a monthly basis that exemplify a Covey Habit. These students will participate in the Leadership Awards Ceremony that will be held each month.

Person Responsible

Michelle Work


Schedule

Monthly, from 9/16/2016 to 6/9/2017

Evidence of Completion

Nomination forms from teachers, Paren sign-in sheets, Agenda

G1.B1.S2 A school-wide ticket system and leadership store will be utilized to promote positive student behavior on campus. 4

 S243275

Strategy Rationale

If positive behavior is promoted through an incentive program students will want to earn tickets and therefore exhibit positive behavior.

Action Step 1 5

Teachers will be given ten yellow tickets to give to students who display one of the covey habits

Person Responsible

Michelle Weeks

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

The purchase of additional tickets needed to give to teachers. ???

Action Step 2 5

Students will exchange yellow tickets at the leadership store that will begin the first week of September every Friday until the end of the year.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

The amount of tickets collected from the students.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will meet with the leadership store action team to discuss needs and concerns.

Person Responsible

Kimberley Dos Santos

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Monthly Leadership Store Action Team Meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

A student and staff survey will be completed at end of the year

Person Responsible

Lueverne Montez


Schedule

On 5/26/2017

Evidence of Completion

Survey results

G1.B2 Lack of protocols and school-wide system for behavior infraction and implementation of the discipline ladder. **2**

 B230599

G1.B2.S1 A discipline ladder will be created to include an administrator's signature, consistent use of the in class infraction, intervention forms, and parent contact log. **4**

 S243276

Strategy Rationale

If a discipline ladder is created and implemented, follow-through by the student, teachers, administrator, and parents will increase and therefor decrease student behavior concerns across campus.

Action Step 1 **5**

The discipline ladder will be created for administrator use when handling disciplinary situations.

Person Responsible

Lueverne Montez

Schedule

On 8/1/2016

Evidence of Completion

Discipline Ladder

Action Step 2 **5**

Discipline ladder will be explained to teachers and staff during House Meetings with Administrator.

Person Responsible

Lueverne Montez

Schedule

On 8/12/2016

Evidence of Completion

House meeting agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The teacher will have to produce the infraction forms before a referral can be written.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student red folders will be monitored for correct procedures.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Grade level house administrator will monitor the use of infraction form procedures.

Person Responsible

Kimberley Dos Santos

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

The red folder will be collected to verify that procedures have been followed correctly for completion of infraction forms and discipline ladder.

G1.B2.S2 Teachers and staff will be trained and provided clear guidelines for implementation and usage of the in class infraction form and school-wide discipline ladder. 4

S243277

Strategy Rationale

If teachers and staff are trained and provided clear guidelines for implementation of the infraction form and discipline ladder, there will be consistent usage of each.

Action Step 1 5

Teachers will be trained on how to use the infraction forms.

Person Responsible

Lueverne Montez

Schedule

Biweekly, from 8/12/2016 to 12/16/2016

Evidence of Completion

Evidence of completed infraction forms on reports of behavior incidents to house administrator

Action Step 2 5

Teachers will write classroom infraction forms on an as needed basis.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Red folders with completed infraction forms.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

As teachers call for assistance with students, teachers must provide a complete infraction form for each incident type.

Person Responsible

Michelle Weeks

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Completed classroom infraction forms and student red folders.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teacher survey

Person Responsible

Lueverne Montez

Schedule

Annually, from 9/1/2016 to 5/15/2017

Evidence of Completion

Survey results

G1.B3 The impact attendance plays in the primary grades to promote student success is not fully understood and communicated to the parents/guardians. 2

B230600

G1.B3.S1 Attendance incentives will be put in place to promote an increase in awareness and attendance rates. 4

S243278

Strategy Rationale

Through providing attendance incentives, students will increase their attendance.

Action Step 1 5

Teachers will display attendance letters and incentive charts outside their classrooms.

Person Responsible

Sophy Santuchi

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Letters colored in for each day of perfect attendance

Action Step 2 5

The teachers will email the Accelerated Resource Teacher (Ashley Scovil) when they have colored in all letters.

Person Responsible

Sophy Santuchi

Schedule

On 5/26/2017

Evidence of Completion

Recognition on the morning news, teachers initials on the incentive chart and class vole from the incentive choice board.

Action Step 3 5

Teachers will erase the attendance letters and start tracking the attendance again.

Person Responsible

Sophy Santuchi

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Letters colored in for each day of perfect attendance

Action Step 4 5

Teachers will celebrate perfect attendance at the end of nine weeks with a classroom celebration.

Person Responsible

Sophy Santuchi

Schedule

Quarterly, from 11/18/2016 to 5/26/2017

Evidence of Completion

Class list of students receiving certificate and Skyward attendance reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Each class per grade level will display their attendance data on a grade level bulletin board in the hallway

Person Responsible

Jennifer Crowley

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Completed bar graphs on the attendance bulletin boards

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Accelerated Resource Teacher (Ashley Scovil) will monitor attendance of each class.

Person Responsible

Jennifer Crowley

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Decision Ed monthly reports and incentive chart documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Accelerated Resource Teacher (Ashley Scovil) will monitor attendance monthly.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Decision Ed Report that will show a decrease in absences from school.

G1.B3.S2 Problem solving meetings will be conducted to analyze and monitor attendance data. 4

S243279

Strategy Rationale

Through conducting problem solving meetings, all stakeholders will see the value of attendance in student achievement.

Action Step 1 5

Teachers will enter attendance into Skyward on a daily basis.

Person Responsible

Lueverne Montez

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance Reports from Skyward

Action Step 2 5

The Guidance Secretary (Linda McCoy) will run attendance reports once a week on Monday to identify students with 2+ absences for the week and notify teachers to make a call home.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Weekly Attendance Reports from Skyward

Action Step 3 5

The Guidance Secretary (Linda McCoy) will notify teachers of those students with more than 2 or 3 days of absences. The teacher will then call home.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Attendance Call Log

Action Step 4 5

The Guidance Secretary (Linda McCoy) will run year to date reports to flag 2015-2016 students with 2 or more absences.

Person Responsible

Lueverne Montez

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Skyward weekly attendance reports

Action Step 5 5

The Guidance Secretary (Linda McCoy) will run year to date reports to flag 2016-2017 students with 6 or more absences

Person Responsible

Lueverne Montez

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Skyward year to date attendance reports

Action Step 6 5

The Guidance Secretary (Linda McCoy) will schedule problem solving team meetings based on students flagged from the weekly and year to date attendance reports.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Conference Forms and Skyward Reports

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The Guidance Secretary will follow up with teachers of those students that have been flagged for attendance to ensure that a phone call has been placed.

Person Responsible

Lueverne Montez

Schedule

Biweekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Email notification and Attendance Call Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The Guidance Secretary (Linda McCoy) monitor scheduled problem solving team meetings.

Person Responsible

Lueverne Montez

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Calendar Print Out, Parent Conference Forms, Problem Solving Team notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

SBE house administrators will attend all problem solving team meetings as scheduled

Person Responsible

Lueverne Montez

Schedule

Every 3 Weeks, from 8/31/2016 to 5/26/2017

Evidence of Completion

Calendar Invitation and meeting forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

SBE administration will meeting bi-weekly with guidance and the guidance secretary to address concerns.

Person Responsible

Lueverne Montez

Schedule

Biweekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Guidance Meeting Agenda

G2. With high expectations teachers will understand, plan, and deliver personalized standards-based instruction in all content areas for all students. 1

G086745

G2.B1 Lack of understanding of the full intent of the Florida Standards. 2

B230601

G2.B1.S1 Grade levels will participate in a structured common planning one day a week and a full day of collaborative planning once every seven weeks. 4

S243280

Strategy Rationale

If a structured collaborative planning time is used, then teachers will have a common understanding of the full intent of the Florida State Standards.

Action Step 1 5

A schedule is in place for grade levels to participate in a full day of collaborative planning every seven weeks.

Person Responsible

Michelle Work

Schedule

Quarterly, from 8/10/2016 to 6/9/2017

Evidence of Completion

Scheduled on the master calendar

Action Step 2 5

Deliverables for the full day of collaborative planning are in place and consist of the following: data analysis, deconstructing standards, common assessments, and development of student tasks aligned to the content standards

Person Responsible

Schedule

Quarterly, from 8/24/2016 to 6/7/2017

Evidence of Completion

PLC Notes and Student Tasks

Action Step 3 5

Grade level teams will meet on a weekly basis for common planning where the focus will be on the content standards and instructional delivery.

Person Responsible

Schedule

Weekly, from 8/17/2016 to 6/7/2017

Evidence of Completion

Common Lesson Plans

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

Administrators will participate in Common Planning Sessions.

Person Responsible

Michelle Work

Schedule

Weekly, from 8/18/2016 to 6/7/2017

Evidence of Completion

Weekly common planning schedule

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

Common Lesson Plans will be reviewed by administration.

Person Responsible

Michelle Work

Schedule

Weekly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Lesson Plans collected and uploaded through One Drive

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

Teachers submit deliverables from full day of collaborative planning to administration.

Person Responsible

Schedule

Quarterly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Notes from Collaborative planning, student tasks, choice boards

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

Classroom walkthrougths will be conducted to look for transfer of knowledge of the Florida Standards to instructional practice in the classroom.

Person Responsible

Schedule

Weekly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Classroom Walkthrough documentation

G2.B1.S2 Instructional coaches will tailor professional development on the Florida Standards to meet the needs of each teacher. 4

S243281

Strategy Rationale

If instructional coaches are utilized to provide professional development, then teachers will plan and teach to the full intent of the standards.

Action Step 1 5

A schedule is in place for personalized, monthly professional development.

Person Responsible

Schedule

Monthly, from 8/10/2016 to 6/7/2017

Evidence of Completion

Master Calendar, PD Calendar

Action Step 2 5

Instructional Staff may submit to conduct a professional development for teachers, however within the documentation, they must state how it aligns to the School Improvement Goals.

Person Responsible

Michelle Work

Schedule

On 6/7/2017

Evidence of Completion

PD submission form, PD PowerPoints,

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Instructional Coaches will submit professional development presentation/strategy to administration.

Person Responsible

Jennifer Crowley

Schedule

On 6/7/2017

Evidence of Completion

PowerPoint, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Each participant will submit an exit ticket with next steps for instructional implementation.

Person Responsible

Jennifer Crowley

Schedule

On 6/7/2017

Evidence of Completion

Exit tickets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom Walkthroughs will be conducted to look for transfer of Professional Development to classroom implementation.

Person Responsible

Schedule

On 6/7/2017

Evidence of Completion

Classroom Walkthrough Documentation

G2.B2 Inconsistent use of data to drive instruction. 2

B230602

G2.B2.S1 Teachers will be trained on how to access and analyze multiple data sources. 4

S243282

Strategy Rationale

If teachers are trained on how to effectively access and utilize data, then teachers will take ownership of their classroom data to drive their instruction.

Action Step 1 5

Instructional Coaches will receive training with accessing and analyzing the following data reports: I-Ready, iStation, MAP, and Eduphoria

Person Responsible

Michelle Work

Schedule

On 9/23/2016

Evidence of Completion

Data Reports, Sign-in Sheets

Action Step 2 5

Teachers will be trained to access and analyze the following data reports: I-Ready, iStation, MAP, and Eduphoria

Person Responsible

Daniel Torres

Schedule

On 10/3/2016

Evidence of Completion

Sign-in sheets

Action Step 3 5

Instructional staff will participate in data chats.

Person Responsible

Schedule

Semiannually, from 11/9/2016 to 3/9/2017

Evidence of Completion

Teacher Data Chat form

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

Teachers will sign-in that they participated in the training.

Person Responsible

Michelle Work

Schedule

On 9/30/2016

Evidence of Completion

Sign-in sheets

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

Instructional staff will keep a leadership binder that contains recent data for each of their students in math, reading, and science.

Person Responsible

Andrea Steenken

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Leadership Binders, Data Chat Logs

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

Teachers will have data chats once a quarter to discuss their current student data with their administrator.

Person Responsible

Andrea Steenken

Schedule

Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion

Data chat notes, leadership binder, student data

G2.B2.S2 Teachers will utilize MTSS data to drive the instruction in the acceleration block. 4

S243283

Strategy Rationale

If teachers effectively utilize their MTSS data, then all students will make learning gains.

Action Step 1 5

Teachers will receive training with the new MTSS process for Lake County Schools

Person Responsible

Ashlie Scovil

Schedule

On 8/24/2016

Evidence of Completion

Teacher Sign in sheets, PowerPoint

Action Step 2 5

The Problem Solving Team will meet on a monthly basis to review Tier 2 and Tier 3 MTSS data, and relay information for interventions to the teachers to deliver during their acceleration block.

Person Responsible

Ashlie Scovil

Schedule

Monthly, from 9/14/2016 to 6/7/2017

Evidence of Completion

MTSS documentation

Action Step 3 5

Classroom teachers will deliver Tier 2 interventions and the resource teachers will deliver Tier 3 interventions during the thirty minute acceleration block each day.

Person Responsible

Andrea Steenken

Schedule

On 6/7/2017

Evidence of Completion

MTSS documentation, intervention lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will conduct classroom walkthroughs during the acceleration block.

Person Responsible

Andrea Steenken

Schedule

Weekly, from 9/27/2016 to 6/2/2017

Evidence of Completion

observation data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

MTSS data will be collected and analyzed on each student in tier 2 and 3 for effectiveness.

Person Responsible

Ashlie Scovil

Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

MTSS data documents, iReady data, iStation data

G2.B3 Inconsistent understanding of instructional best practices to increase student engagement with critical content. 2

B230603

G2.B3.S1 Teachers will receive personalized professional development based on data and classroom observations. 4

S243284

Strategy Rationale

If professional development is personalized based on teacher needs, then school wide initiatives and best practices will be implemented with fidelity.

Action Step 1 5

Teachers will be tiered based on level of support needed to effectively implement engaging, standards-based instruction in their classroom.

Person Responsible

Andrea Steenken

Schedule

Quarterly, from 8/10/2016 to 6/7/2017

Evidence of Completion

Classroom Walkthrough Data, Coaching Support Documentation

Action Step 2 5

Instructional coaches will provide individualized or small group professional development based on teacher needs and supports needed to effectively implement engaging, standards based instruction in their classroom.

Person Responsible

Michelle Work

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough data, Professional Development PowerPoint, Teacher Expected Outcomes

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

Administration will participate in the professional development sessions

Person Responsible

Schedule

Monthly, from 9/9/2016 to 6/2/2017

Evidence of Completion

PowerPoints, Sign-in Sheets, Look fors

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

Classroom walkthroughs will be conducted to monitor for transfer of professional development to implementation in the classroom.

Person Responsible

Andrea Steenken

Schedule

Weekly, from 9/9/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough data

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

Student data will be analyzed to determine effectiveness of classroom practices impacted by the professional development.

Person Responsible

Andrea Steenken


Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

iStation data, i-Ready data

G2.B3.S2 Model classrooms will be identified and utilized to serve as a means for professional development. 4

 S243285

Strategy Rationale

If teachers are scheduled to observe model classrooms, then teacher instructional best practices will improve and increase student achievement.

Action Step 1 5

Administration and Coaches will conduct classroom observations to determine model classrooms for specific Marzano Elements and engagement strategies.

Person Responsible

Schedule

On 10/3/2016

Evidence of Completion

Classroom Walkthrough data

Action Step 2 5

A schedule will be created to allow for peer-observations of the model classrooms.

Person Responsible

Michelle Work

Schedule

Monthly, from 10/3/2016 to 6/7/2017

Evidence of Completion

Peer Observation Schedule

Action Step 3 5

Teachers who conduct a peer observation will complete an observation log where they highlight items they will transfer back to their classrooms.

Person Responsible

Michelle Work

Schedule

On 6/7/2017

Evidence of Completion

Peer Observation Log

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administration will have walkthrough data used for the identification of model classrooms.

Person Responsible

Schedule

On 10/3/2016

Evidence of Completion

Classroom Walkthrough data, Model classroom list and look-for elements

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Peer observation forms will be collected after each observation.

Person Responsible

Schedule

On 6/2/2017

Evidence of Completion

Classroom Walkthrough data, Model classroom list and look-for elements, Peer observation schedule

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Observers of the model classrooms will record information on the peer observation form and have a post-conference with the instructional coach.

Person Responsible

Schedule

Evidence of Completion

Peer observation form.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Administration will conduct classroom walkthroughs to look for transfer of knowledge from the peer observation back to their classroom.

Person Responsible

Andrea Steenken

Schedule

On 6/2/2017

Evidence of Completion

Classroom walkthrough data

G2.B3.S3 School-based leadership will provide instructional coaching support and give targeted feedback using the Marzano Instructional Framework. 4

S243286

Strategy Rationale

If teachers are provided coaching support and targeted feedback based on the Marzano Instructional Framework then there will be an increase in effective practices in all classrooms.

Action Step 1 5

The instructional coaches will be trained and coached with how to effectively implement a coaching cycle with a teacher.

Person Responsible

Schedule

On 9/7/2016

Evidence of Completion

Leadership Team Meeting Agenda, Coaching Article, Clinical Education Sign-up

Action Step 2 5

Teachers needing more intense support with delivering engaging, standards-based instruction will be supported by an instructional coach through the implementation of a coaching cycle.

Person Responsible

Schedule

On 6/7/2017

Evidence of Completion

Pre-conference, Observations, Post-Conference, Administrative Observation

Action Step 3 5

All teachers will receive targeted feedback from administration.

Person Responsible

Schedule

On 6/7/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

The instructional coaches will turn in a weekly schedule.

Person Responsible

Andrea Steenken

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Instructional Coaches Weekly Schedule

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

A Google Docs classroom walkthrough tool will be used to specify classrooms walked and targeted feedback given.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Google Docs Classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Classroom walkthrough data will be analyzed for an increase in instructional practices.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Student data will be analyzed to determine if the coaching support has impacted student achievement in the classes.

Person Responsible

Daniel Torres

Schedule

Monthly, from 10/3/2016 to 6/2/2017





















Evidence of Completion

istation data, i-Ready data, Standards Mastery assessments, Lake Standards Assessments for Science

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B3.S2.MA1 M325926	Observers of the model classrooms will record information on the peer observation form and have a...		No Start Date	Peer observation form.	No End Date one-time
G1.B2.S1.A1 A314747	The discipline ladder will be created for administrator use when handling disciplinary situations.	Montez, Lueverne	8/1/2016	Discipline Ladder	8/1/2016 one-time
G1.B1.S1.A1 A314742	Teachers will create a Covey Habit bulletin board in their classroom	Work, Michelle	8/10/2016	Covey Habit wall will be documented through classroom walkthroughs by the House Administrator	8/12/2016 one-time
G1.B2.S1.A2 A314748	Discipline ladder will be explained to teachers and staff during House Meetings with Administrator.	Montez, Lueverne	8/12/2016	House meeting agenda	8/12/2016 one-time
G1.B1.S1.A2 A314743	Drop Everything And Lead (DEAL) time will be imbedded in instruction for the first 7 days.	Work, Michelle	8/15/2016	Covey Habit activities will be documented in the lesson plans	8/23/2016 daily
G2.B2.S2.A1 A314769	Teachers will receive training with the new MTSS process for Lake County Schools	Scovil, Ashlie	8/24/2016	Teacher Sign in sheets, PowerPoint	8/24/2016 one-time
G2.B3.S3.A1 A314777	The instructional coaches will be trained and coached with how to effectively implement a coaching...		8/8/2016	Leadership Team Meeting Agenda, Coaching Article, Clinical Education Sign-up	9/7/2016 one-time
G1.MA1 M325909	Student behavioral data and interventions will be analyzed and monitored throughout the year by...	Weeks, Michelle	9/9/2016	Referral data, Infraction Documentation, Individual Behavioral Plans, MTSS documentation	9/9/2016 monthly
G2.B2.S1.A1 A314766	Instructional Coaches will receive training with accessing and analyzing the following data...	Work, Michelle	8/8/2016	Data Reports, Sign-in Sheets	9/23/2016 one-time
G2.B2.S1.MA1 M325919	Teachers will sign-in that they participated in the training.	Work, Michelle	9/6/2016	Sign-in sheets	9/30/2016 one-time
G2.B2.S1.A2 A314767	Teachers will be trained to access and analyze the following data reports: I-Ready, iStation, MAP,...	Torres, Daniel	9/1/2016	Sign-in sheets	10/3/2016 one-time
G2.B3.S2.MA1 M325928	Administration will have walkthrough data used for the identification of model classrooms.		10/3/2016	Classroom Walkthrough data, Model classroom list and look-for elements	10/3/2016 one-time
G2.B3.S2.A1 A314774	Administration and Coaches will conduct classroom observations to determine model classrooms for...		8/18/2016	Classroom Walkthrough data	10/3/2016 one-time
G1.B2.S2.A1 A314749	Teachers will be trained on how to use the infraction forms.	Montez, Lueverne	8/12/2016	Evidence of completed infraction forms on reports of behavior incidents to house administrator	12/16/2016 biweekly
G1.B1.S1.A3 A314744	One Covey Habit will be taught monthly with the language embedded in everyday activities.	Work, Michelle	8/24/2016	Covey Habit activities will be documented in teacher lesson plans	2/28/2017 monthly
G2.B2.S1.A3 A314768	Instructional staff will participate in data chats.		11/9/2016	Teacher Data Chat form	3/9/2017 semiannually
G1.B2.S2.MA1 M325900	Teacher survey	Montez, Lueverne	9/1/2016	Survey results	5/15/2017 annually
G1.B2.S1.MA1 M325898	Grade level house administrator will monitor the use of infraction form procedures.	Dos Santos, Kimberley	8/15/2016	The red folder will be collected to verify that procedures have been followed correctly for completion of infraction forms and discipline ladder.	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M325899	The teacher will have to produce the infraction forms before a referral can be written.	Montez, Lueverne	8/15/2016	Student red folders will be monitored for correct procedures.	5/26/2017 monthly
G1.B3.S1.MA1  M325902	The Accelerated Resource Teacher (Ashley Scovil) will monitor attendance monthly.	Montez, Lueverne	8/31/2016	Decision Ed Report that will show a decrease in absences from school.	5/26/2017 monthly
G1.B3.S1.MA1  M325903	Each class per grade level will display their attendance data on a grade level bulletin board in...	Crowley, Jennifer	8/15/2016	Completed bar graphs on the attendance bulletin boards	5/26/2017 biweekly
G1.B3.S1.MA2  M325904	The Accelerated Resource Teacher (Ashley Scovil) will monitor attendance of each class.	Crowley, Jennifer	8/10/2016	Decision Ed monthly reports and incentive chart documentation	5/26/2017 monthly
G1.B3.S1.A1  A314751	Teachers will display attendance letters and incentive charts outside their classrooms.	Santuchi, Sophy	8/10/2016	Letters colored in for each day of perfect attendance	5/26/2017 daily
G1.B3.S1.A2  A314752	The teachers will email the Accelerated Resource Teacher (Ashley Scovil) when they have colored in...	Santuchi, Sophy	8/10/2016	Recognition on the morning news, teachers initials on the incentive chart and class vole from the incentive choice board.	5/26/2017 one-time
G1.B3.S1.A3  A314753	Teachers will erase the attendance letters and start tracking the attendance again.	Santuchi, Sophy	8/15/2016	Letters colored in for each day of perfect attendance	5/26/2017 daily
G1.B3.S1.A4  A314754	Teachers will celebrate perfect attendance at the end of nine weeks with a classroom celebration.	Santuchi, Sophy	11/18/2016	Class list of students receiving certificate and Skyward attendance reports	5/26/2017 quarterly
G1.B1.S2.MA1  M325896	A student and staff survey will be completed at end of the year	Montez, Lueverne	5/15/2017	Survey results	5/26/2017 one-time
G1.B1.S2.MA1  M325897	Administration will meet with the leadership store action team to discuss needs and concerns.	Dos Santos, Kimberley	9/1/2016	Monthly Leadership Store Action Team Meetings	5/26/2017 monthly
G1.B1.S2.A1  A314745	Teachers will be given ten yellow tickets to give to students who display one of the covey habits	Weeks, Michelle	8/15/2016	The purchase of additional tickets needed to give to teachers. ???	5/26/2017 weekly
G1.B1.S2.A2  A314746	Students will exchange yellow tickets at the leadership store that will begin the first week of...	Montez, Lueverne	9/2/2016	The amount of tickets collected from the students.	5/26/2017 weekly
G1.B2.S2.MA1  M325901	As teachers call for assistance with students, teachers must provide a complete infraction form for...	Weeks, Michelle	8/15/2016	Completed classroom infraction forms and student red folders.	5/26/2017 weekly
G1.B2.S2.A2  A314750	Teachers will write classroom infraction forms on an as needed basis.	Montez, Lueverne	8/15/2016	Red folders with completed infraction forms.	5/26/2017 monthly
G1.B3.S2.MA1  M325905	SBE house administrators will attend all problem solving team meetings as scheduled	Montez, Lueverne	8/31/2016	Calendar Invitation and meeting forms	5/26/2017 every-3-weeks
G1.B3.S2.MA4  M325906	SBE administration will meeting bi-weekly with guidance and the guidance secretary to address...	Montez, Lueverne	8/23/2016	Guidance Meeting Agenda	5/26/2017 biweekly
G1.B3.S2.MA1  M325907	The Guidance Secretary will follow up with teachers of those students that have been flagged for...	Montez, Lueverne	8/26/2016	Email notification and Attendance Call Logs	5/26/2017 biweekly
G1.B3.S2.MA2  M325908	The Guidance Secretary (Linda McCoy) monitor scheduled problem solving team meetings.	Montez, Lueverne	8/31/2016	Calendar Print Out, Parent Conference Forms, Problem Solving Team notes	5/26/2017 biweekly
G1.B3.S2.A1  A314755	Teachers will enter attendance into Skyward on a daily basis.	Montez, Lueverne	8/10/2016	Attendance Reports from Skyward	5/26/2017 daily
G1.B3.S2.A2  A314756	The Guidance Secretary (Linda McCoy) will run attendance reports once a week on Monday to identify...	Montez, Lueverne	8/15/2016	Weekly Attendance Reports from Skyward	5/26/2017 weekly




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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.A3 A314757	The Guidance Secretary (Linda McCoy) will notify teachers of those students with more than 2 or 3...	Montez, Lueverne	8/19/2016	Attendance Call Log	5/26/2017 weekly
G1.B3.S2.A4 A314758	The Guidance Secretary (Linda McCoy) will run year to date reports to flag 2015-2016 students with...	Montez, Lueverne	8/31/2016	Skyward weekly attendance reports	5/26/2017 biweekly
G1.B3.S2.A5 A314759	The Guidance Secretary (Linda McCoy) will run year to date reports to flag 2016-2017 students with...	Montez, Lueverne	8/31/2016	Skyward year to date attendance reports	5/26/2017 biweekly
G1.B3.S2.A6 A314760	The Guidance Secretary (Linda McCoy) will schedule problem solving team meetings based on students...	Montez, Lueverne	8/31/2016	Conference Forms and Skyward Reports	5/26/2017 weekly
G2.B2.S1.MA1 M325918	Teachers will have data chats once a quarter to discuss their current student data with their...	Steenken, Andrea	10/14/2016	Data chat notes, leadership binder, student data	6/2/2017 quarterly
G2.B2.S1.MA2 M325920	Instructional staff will keep a leadership binder that contains recent data for each of their...	Steenken, Andrea	9/1/2016	Leadership Binders, Data Chat Logs	6/2/2017 monthly
G2.B3.S1.MA1 M325923	Classroom walkthroughs will be conducted to monitor for transfer of professional development to...	Steenken, Andrea	9/9/2016	Classroom Walkthrough data	6/2/2017 weekly
G2.B3.S1.MA3 M325924	Student data will be analyzed to determine effectiveness of classroom practices impacted by the...	Steenken, Andrea	9/2/2016	iStation data, i-Ready data	6/2/2017 monthly
G2.B3.S1.MA1 M325925	Administration will participate in the professional development sessions		9/9/2016	PowerPoints, Sign-in Sheets, Look fors	6/2/2017 monthly
G2.B3.S1.A2 A314773	Instructional coaches will provide individualized or small group professional development based on...	Work, Michelle	9/2/2016	Classroom Walkthrough data, Professional Development PowerPoint, Teacher Expected Outcomes	6/2/2017 monthly
G2.B2.S2.MA1 M325921	MTSS data will be collected and analyzed on each student in tier 2 and 3 for effectiveness.	Scovil, Ashlie	9/30/2016	MTSS data documents, iReady data, iStation data	6/2/2017 monthly
G2.B2.S2.MA1 M325922	Administration will conduct classroom walkthroughs during the acceleration block.	Steenken, Andrea	9/27/2016	observation data	6/2/2017 weekly
G2.B3.S2.MA7 M325927	Administration will conduct classroom walkthroughs to look for transfer of knowledge from the peer...	Steenken, Andrea	9/9/2016	Classroom walkthrough data	6/2/2017 one-time
G2.B3.S2.MA2 M325929	Peer observation forms will be collected after each observation.		10/3/2016	Classroom Walkthrough data, Model classroom list and look-for elements, Peer observation schedule	6/2/2017 one-time
G2.B3.S3.MA1 M325930	Classroom walkthrough data will be analyzed for an increase in instructional practices.	Montez, Lueverne	10/3/2016	Classroom Walkthrough data	6/2/2017 weekly
G2.B3.S3.MA4 M325931	Student data will be analyzed to determine if the coaching support has impacted student achievement...	Torres, Daniel	10/3/2016	istation data, i-Ready data, Standards Mastery assessments, Lake Standards Assessments for Science	6/2/2017 monthly
G2.B3.S3.MA1 M325932	The instructional coaches will turn in a weekly schedule.	Steenken, Andrea	10/3/2016	Instructional Coaches Weekly Schedule	6/2/2017 weekly
G2.B3.S3.MA2 M325933	A Google Docs classroom walkthrough tool will be used to specify classrooms walked and targeted...	Montez, Lueverne	10/3/2016	Google Docs Classroom walkthrough data	6/2/2017 weekly
G2.MA1 M325934	Analyze observational trend data for each grade level to determine an increase in teachers...	Steenken, Andrea	9/7/2016	Trend Observational Data Analysis	6/7/2017 monthly
G2.MA2 M325935	Analyze student data from iReady, Istation, MAP, and the Lake Science Assessment.	Torres, Daniel	9/7/2016	Data Analysis by grade level, class, and individual students	6/7/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M325911	Classroom walkthroughs will be conducted to look for transfer of knowledge of the Florida...		8/24/2016	Classroom Walkthrough documentation	6/7/2017 weekly
G2.B1.S1.MA1 M325912	Administrators will participate in Common Planning Sessions.	Work, Michelle	8/18/2016	Weekly common planning schedule	6/7/2017 weekly
G2.B1.S1.MA3 M325913	Common Lesson Plans will be reviewed by administration.	Work, Michelle	8/24/2016	Lesson Plans collected and uploaded through One Drive	6/7/2017 weekly
G2.B1.S1.MA4 M325914	Teachers submit deliverables from full day of collaborative planning to administration.		8/24/2016	Notes from Collaborative planning, student tasks, choice boards	6/7/2017 quarterly
G2.B1.S1.A2 A314762	Deliverables for the full day of collaborative planning are in place and consist of the following:...		8/24/2016	PLC Notes and Student Tasks	6/7/2017 quarterly
G2.B1.S1.A3 A314763	Grade level teams will meet on a weekly basis for common planning where the focus will be on the...		8/17/2016	Common Lesson Plans	6/7/2017 weekly
G2.B3.S1.A1 A314772	Teachers will be tiered based on level of support needed to effectively implement engaging,...	Steenken, Andrea	8/10/2016	Classroom Walkthrough Data, Coaching Support Documentation	6/7/2017 quarterly
G2.B1.S2.MA1 M325915	Classroom Walkthroughs will be conducted to look for transfer of Professional Development to...		9/7/2016	Classroom Walkthrough Documentation	6/7/2017 one-time
G2.B1.S2.MA1 M325916	Instructional Coaches will submit professional development presentation/strategy to administration.	Crowley, Jennifer	9/7/2016	PowerPoint, Sign-in Sheets	6/7/2017 one-time
G2.B1.S2.MA2 M325917	Each participant will submit an exit ticket with next steps for instructional implementation.	Crowley, Jennifer	9/7/2016	Exit tickets	6/7/2017 one-time
G2.B1.S2.A1 A314764	A schedule is in place for personalized, monthly professional development.		8/10/2016	Master Calendar, PD Calendar	6/7/2017 monthly
G2.B1.S2.A2 A314765	Instructional Staff may submit to conduct a professional development for teachers, however within...	Work, Michelle	8/10/2016	PD submission form, PD PowerPoints,	6/7/2017 one-time
G2.B2.S2.A2 A314770	The Problem Solving Team will meet on a monthly basis to review Tier 2 and Tier 3 MTSS data, and...	Scovil, Ashlie	9/14/2016	MTSS documentation	6/7/2017 monthly
G2.B2.S2.A3 A314771	Classroom teachers will deliver Tier 2 interventions and the resource teachers will deliver Tier 3...	Steenken, Andrea	9/14/2016	MTSS documentation, intervention lesson plans	6/7/2017 one-time
G2.B3.S2.A2 A314775	A schedule will be created to allow for peer-observations of the model classrooms.	Work, Michelle	10/3/2016	Peer Observation Schedule	6/7/2017 monthly
G2.B3.S2.A3 A314776	Teachers who conduct a peer observation will complete an observation log where they highlight items...	Work, Michelle	10/3/2016	Peer Observation Log	6/7/2017 one-time
G2.B3.S3.A2 A314778	Teachers needing more intense support with delivering engaging, standards-based instruction will be...		9/12/2016	Pre-conference, Observations, Post-Conference, Administrative Observation	6/7/2017 one-time
G2.B3.S3.A3 A314779	All teachers will receive targeted feedback from administration.		8/22/2016		6/7/2017 one-time
G1.MA2 M325910	Attendance data will be analyzed and monitored on a weekly basis.	Montez, Lueverne	8/10/2016	attendance data per grade level, attendance problem solving meetings, grades/data for students with attendance concerns	6/9/2017 weekly
G1.B1.S1.MA1 M325893	Discipline data will be monitored and discussed on a monthly basis to review behavior trends.	Montez, Lueverne	10/6/2016	Referral reports and classroom infraction forms	6/9/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA3  M325894	Teachers will select students on a monthly basis that exemplify a Covey Habit. These students will...	Work, Michelle	9/16/2016	Nomination forms from teachers, Paren sign-in sheets, Agenda	6/9/2017 monthly
G1.B1.S1.MA1  M325895	School-Wide classroom walkthroughs will be conducted during morning meetings to identify components...	Montez, Lueverne	9/6/2016	Classroom walkthrough data from morning meetings	6/9/2017 monthly
G2.B1.S1.A1  A314761	A schedule is in place for grade levels to participate in a full day of collaborative planning...	Work, Michelle	8/10/2016	Scheduled on the master calendar	6/9/2017 quarterly

V. Professional Development Opportunities

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

G1. By utilizing Early Warning Signs data, Sawgrass Bay will create and monitor systems to increase attendance, maintain positive student behaviors, and maintain a safe and supportive environment for all students.

G1.B1 Lack of student behavior interventions and strategies.

G1.B1.S1 Teachers and staff will embed the use of the Covey Habits for Highly Effective Students in all classrooms and set expectations for positive student behaviors.

PD Opportunity 1

One Covey Habit will be taught monthly with the language embedded in everyday activities.

Facilitator

Leader in Me Coaching Facilitator

Participants

All staff at Sawgrass Bay Elementary

Schedule

Monthly, from 8/24/2016 to 2/28/2017

G2. With high expectations teachers will understand, plan, and deliver personalized standards-based instruction in all content areas for all students.

G2.B1 Lack of understanding of the full intent of the Florida Standards.

G2.B1.S2 Instructional coaches will tailor professional development on the Florida Standards to meet the needs of each teacher.

PD Opportunity 1

Instructional Staff may submit to conduct a professional development for teachers, however within the documentation, they must state how it aligns to the School Improvement Goals.

Facilitator

Administrators, Instructional Coaches, and Teacher Leaders

Participants

All Instructional Staff

Schedule

On 6/7/2017

G2.B2 Inconsistent use of data to drive instruction.

G2.B2.S1 Teachers will be trained on how to access and analyze multiple data sources.

PD Opportunity 1

Instructional Coaches will receive training with accessing and analyzing the following data reports: I-Ready, iStation, MAP, and Eduphoria

Facilitator

Innovative Learning Specialists

Participants

Instructional Coaches

Schedule

On 9/23/2016

G2.B2.S2 Teachers will utilize MTSS data to drive the instruction in the acceleration block.

PD Opportunity 1

Teachers will receive training with the new MTSS process for Lake County Schools

Facilitator

Ashley Scovil, Michelle Weeks

Participants

All Instructional Staff

Schedule

On 8/24/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will create a Covey Habit bulletin board in their classroom				\$0.00
2	G1.B1.S1.A2	Drop Everything And Lead (DEAL) time will be imbedded in instruction for the first 7 days.				\$0.00
3	G1.B1.S1.A3	One Covey Habit will be taught monthly with the language embedded in everyday activities.				\$15,770.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0067 - Sawgrass Bay Elementary School	Title I, Part A		\$15,770.00
<i>Notes: Notes</i>						
4	G1.B1.S2.A1	Teachers will be given ten yellow tickets to give to students who display one of the covey habits				\$0.00
5	G1.B1.S2.A2	Students will exchange yellow tickets at the leadership store that will begin the first week of September every Friday until the end of the year.				\$0.00
6	G1.B2.S1.A1	The discipline ladder will be created for administrator use when handling disciplinary situations.				\$0.00
7	G1.B2.S1.A2	Discipline ladder will be explained to teachers and staff during House Meetings with Administrator.				\$0.00
8	G1.B2.S2.A1	Teachers will be trained on how to use the infraction forms.				\$0.00
9	G1.B2.S2.A2	Teachers will write classroom infraction forms on an as needed basis.				\$0.00
10	G1.B3.S1.A1	Teachers will display attendance letters and incentive charts outside their classrooms.				\$0.00
11	G1.B3.S1.A2	The teachers will email the Accelerated Resource Teacher (Ashley Scovil) when they have colored in all letters.				\$0.00
12	G1.B3.S1.A3	Teachers will erase the attendance letters and start tracking the attendance again.				\$0.00
13	G1.B3.S1.A4	Teachers will celebrate perfect attendance at the end of nine weeks with a classroom celebration.				\$0.00
14	G1.B3.S2.A1	Teachers will enter attendance into Skyward on a daily basis.				\$0.00
15	G1.B3.S2.A2	The Guidance Secretary (Linda McCoy) will run attendance reports once a week on Monday to identify students with 2+ absences for the week and notify teachers to make a call home.				\$0.00
16	G1.B3.S2.A3	The Guidance Secretary (Linda McCoy) will notify teachers of those students with more than 2 or 3 days of absences. The teacher will then call home.				\$0.00
17	G1.B3.S2.A4	The Guidance Secretary (Linda McCoy) will run year to date reports to flag 2015-2016 students with 2 or more absences.				\$0.00

18	G1.B3.S2.A5	The Guidance Secretary (Linda McCoy) will run year to date reports to flag 2016-2017 students with 6 or more absences				\$0.00
19	G1.B3.S2.A6	The Guidance Secretary (Linda McCoy) will schedule problem solving team meetings based on students flagged from the weekly and year to date attendance reports.				\$0.00
20	G2.B1.S1.A1	A schedule is in place for grade levels to participate in a full day of collaborative planning every seven weeks.				\$0.00
21	G2.B1.S1.A2	Deliverables for the full day of collaborative planning are in place and consist of the following: data analysis, deconstructing standards, common assessments, and development of student tasks aligned to the content standards				\$0.00
22	G2.B1.S1.A3	Grade level teams will meet on a weekly basis for common planning where the focus will be on the content standards and instructional delivery.				\$0.00
23	G2.B1.S2.A1	A schedule is in place for personalized, monthly professional development.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0067 - Sawgrass Bay Elementary School	Other		\$6,000.00
			<i>Notes: Leader In Me</i>			
24	G2.B1.S2.A2	Instructional Staff may submit to conduct a professional development for teachers, however within the documentation, they must state how it aligns to the School Improvement Goals.				\$0.00
25	G2.B2.S1.A1	Instructional Coaches will receive training with accessing and analyzing the following data reports: I-Ready, iStation, MAP, and Eduphoria				\$0.00
26	G2.B2.S1.A2	Teachers will be trained to access and analyze the following data reports: I-Ready, iStation, MAP, and Eduphoria				\$0.00
27	G2.B2.S1.A3	Instructional staff will participate in data chats.				\$0.00
28	G2.B2.S2.A1	Teachers will receive training with the new MTSS process for Lake County Schools				\$0.00
29	G2.B2.S2.A2	The Problem Solving Team will meet on a monthly basis to review Tier 2 and Tier 3 MTSS data, and relay information for interventions to the teachers to deliver during their acceleration block.				\$0.00
30	G2.B2.S2.A3	Classroom teachers will deliver Tier 2 interventions and the resource teachers will deliver Tier 3 interventions during the thirty minute acceleration block each day.				\$0.00
31	G2.B3.S1.A1	Teachers will be tiered based on level of support needed to effectively implement engaging, standards-based instruction in their classroom.				\$0.00
32	G2.B3.S1.A2	Instructional coaches will provide individualized or small group professional development based on teacher needs and supports needed to effectively implement engaging, standards based instruction in their classroom.				\$0.00
33	G2.B3.S2.A1	Administration and Coaches will conduct classroom observations to determine model classrooms for specific Marzano Elements and engagement strategies.				\$0.00

34	G2.B3.S2.A2	A schedule will be created to allow for peer-observations of the model classrooms.	\$0.00
35	G2.B3.S2.A3	Teachers who conduct a peer observation will complete an observation log where they highlight items they will transfer back to their classrooms.	\$0.00
36	G2.B3.S3.A1	The instructional coaches will be trained and coached with how to effectively implement a coaching cycle with a teacher.	\$0.00
37	G2.B3.S3.A2	Teachers needing more intense support with delivering engaging, standards-based instruction will be supported by an instructional coach through the implementation of a coaching cycle.	\$0.00
38	G2.B3.S3.A3	All teachers will receive targeted feedback from administration.	\$0.00
Total:			\$21,770.00