

Lake County Schools

Sawgrass Bay Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sawgrass Bay Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Building 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 student leadership binders as part of our "Leader in Me" plan where we strive to build leaders for life. A component of the leadership binder is to include an "All About Me" tab where learners express how they 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 area. In addition, Sawgrass Bay 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.

in order to ensure all cultures are respected and valued, we hold a Heritage night each year. During this event, we have multiple cultures and demographics represented. We also hold a family ELL night to get parents and students acquainted to resources we have on campus to assist. We have both an ELL school specialist and an ELL guidance counselor to assist students.

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. We use Decision Ed and Early Warning Sign Data to determine if the program is effective.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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%, prior retentions, suspensions, and referrals. These indicators are monitored by the school's leadership/problem solving team.

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	44	40	33	10	27	31	0	0	0	0	0	0	0	185
One or more suspensions	1	4	1	2	1	5	0	0	0	0	0	0	0	14
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	
Two or more referrals	6	11	5	12	16	21	0	0	0	0	0	0	0	71
Prior Retentions	4	18	20	19	32	16	0	0	0	0	0	0	0	109

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	3	3	0	0	5	5	0	0	0	0	0	0	0	16

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

The school-based Problem Solving Team 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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

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
Velez, Rose	Other
Work, Michelle	Assistant Principal
Torres, Daniel	Instructional Coach
Weeks, Michelle	School Counselor
Block, Cheryl	Teacher, ESE
Dos Santos, Kimberley	Assistant Principal
Nelson, Andrea	Assistant Principal
Motyl, Manuela	Instructional Coach
Stratton, Kara	Instructional Coach
	Instructional Coach

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 (steenkena@lake.k12.fl.us)

Assistant Principal: Kimberley Dos Santos (dossantosk@lake.k12.fl.us)

Assistant Principal: Michelle Work (workm@lake.k12.fl.us)

Assistant Principal: Andrea Nelson (nelsona@lake.k12.fl.us)

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 (strattonk@lake.k12.fl.us)

Instructional Dean: William Baysinger (baysingerw@lake.k12.fl.us)

Math Coach: Christina Lees (leesc@lake.k12.fl.us)

Literacy Coach: Manuel Motyl (motylm@lake.k12.fl.us)

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. The instructional coaches will also work to deliver professional development and coaching support for improving instructional practice across campus.

ESE School Specialist: Cheri Block (blockc@lake.k12.fl.us)

The ESE School Specialist will assist with data collection and implementation of IEPs for all ESE students. She also coaches teachers, mentors, and models inclusionary practices. The ESE School Specialist will also provide coaching, mentoring, modeling inclusionary practices for both general education and special education teachers; differentiating instructions, adapting assessments to demonstrate learning by students with disabilities.

ELL Specialist: Rose Velez (velezr@lake.k12.fl.us)

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 (Pre-K-2) (weeks@lake.k12.fl.us)

Guidance Counselor: Jeanine Ryan (3-5) (ryanj@lake.k12.fl.us)

Guidance Counselor: Elsie Franqui (ELL K-5) (Franquie@lake.k12.fl.us)

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 school counselors and our Assistant Principal, Ms. Andrea Nelson 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.

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 ELL Specialist, a Math Coach, 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 IX- 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.

IDEA funds are used to purchase materials and personnel that assist students in meeting their IEP goals.

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
Andrea Steenken	Principal
Bolivar Baylis	Business/Community
Nancy Clark	Parent
Fiona Harmouche	Parent
Julie Staton	Parent
Latisha Rodriguez	Parent
Frank Quinones	Parent
Lisa Carter	Parent
Brandy Butterworth	Parent
Derek Greene	Teacher
Gwen Rooney	Parent
Judith Alviola	Education Support Employee
Kara Stratton	Teacher
Elsie Franquie	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the spring of 2016 parents were invited to a SAC meeting where the school's 2016-2017 SIP and Title I plan were reviewed, finalized, and submitted.

b. Development of this school improvement plan

During September of 2017 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
Stratton, Kara	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers receive an extended two hour collaborative planning time every three weeks. 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 to review lesson plans and model instructional best practices to actively engage students in the learning process.

Grade levels meet once a month to analyze student work products and determine next steps for students falling in various categories of performance.

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. Professional development is provided monthly based on individual and grade level needs. Teachers are also given opportunities to observe instructional best practices through collaborative learning walks. 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 through Lake County Schools Induction program.
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.

Teachers and instructional coaches meet together every three weeks to discuss the full intent of the

standards and alignment of upcoming text and tasks. They select complex text and incorporate standards based, text-dependent questions into the lesson plans. The comprehensive phonics program is Discover Intensive Phonics and is used school-wide in kindergarten through second grade. Little Readers are being purchased to allow transfer of phonics skill to reading.

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.

Instructional staff will also embed informal formative assessments throughout instruction through intentional checks for understanding. These checks aid the teacher in making sure they are meeting the needs of all students and in pulling small groups in a timely manner to intervene on misconceptions.

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

Stratton, Kara, strattonk@lake.k12.fl.us

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: After School Program

Minutes added to school year: 3,300

A select group of ELL students will receive additional tutoring on Tuesdays and Thursday afternoons to assist in language acquisition and increased proficiency in reading and speaking.

Strategy Rationale

Students who have English as their second language need additional support in order to be successful in the general education classroom and with the Florida Standards for Language Arts.

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

Data will be collected through Rosetta Stone and the STAR reading assessment.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

 = 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 all teachers will understand, plan, and engage students in differentiated, standards based instruction across all content areas.
- G3.** Instructional staff will use ongoing formative assessment and progress monitoring data to inform intervention and acceleration activities to increase learning gains 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

G097912

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.0
2+ Behavior Referrals	7.0

Targeted Barriers to Achieving the Goal 3

- Lack of student behavior interventions and strategies.
- 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

- EWS Data
- DecisionEd
- The Leader in Me Program
- Tier 1 Behavior Intervention Documentation
- School Counselors

Plan to Monitor Progress Toward G1. 8

Student behavioral data and interventions will be analyzed and monitored throughout the year by the school-based leadership/problem solving team.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 9/9/2017 to 6/8/2018

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

Andrea Nelson

Schedule

Weekly, from 8/10/2017 to 6/9/2018

Evidence of Completion

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

G2. With high expectations all teachers will understand, plan, and engage students in differentiated, standards based instruction across all content areas. 1a

G097913

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	59.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the full intent of the Florida Standards.
- 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, ELL Specialist, Common Planning, Progress Monitoring Data, Test Item Specifications, CPALMS, Instructional Blueprints, Model Classrooms, Targeted Feedback, Marzano Instructional Framework, Professional Development

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 8/16/2017 to 6/6/2018

Evidence of Completion

Trend Observational Data Analysis

Plan to Monitor Progress Toward G2. 8

Analyze student data from iReady, STAR, Lake Science Assessment.

Person Responsible

Daniel Torres

Schedule

Quarterly, from 9/6/2017 to 6/6/2018

Evidence of Completion

Data Analysis by grade level, class, and individual students

G3. Instructional staff will use ongoing formative assessment and progress monitoring data to inform intervention and acceleration activities to increase learning gains for all students. 1a

G097914

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	50.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Limited use of formative assessments to provide informed differentiated instruction.
- Lack of structured data analysis and teacher input to drive instruction aligned to student need.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional (Content Area) Coaches, standards, common assessments, test specifications, blue prints, iReady data, STAR data

Plan to Monitor Progress Toward G3. 8

CWT data and intervention data will be collected and analyzed during leadership team meetings, data meetings, and PST meetings.

Person Responsible

Andrea Steenken

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

sign in sheets, meeting minutes, data meeting minutes, intervention data (STAR and iReady diagnostic)

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

G097912

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

B263248

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

S278787

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 8/10/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Michelle Work

Schedule

Monthly, from 8/10/2017 to 2/28/2018

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

Michelle Work

Schedule

Monthly, from 9/6/2017 to 6/9/2018

Evidence of Completion

Classroom walkthrough data from morning meetings, lesson plans

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

The Early Warning Signs report will be pulled monthly and the PST will meet to review students with referrals and suspension and determine next steps.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 9/1/2017 to 6/9/2018

Evidence of Completion

Agendas and meeting minutes will serve as evidence that the meeting occurred.

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 9/28/2017 to 6/9/2018

Evidence of Completion

Nomination forms from teachers, Parent 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

 S278788

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 8/15/2017 to 5/26/2018

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

Daniel Torres

Schedule

Weekly, from 9/2/2017 to 5/26/2018

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

Daniel Torres

Schedule

Monthly, from 9/1/2017 to 5/26/2018

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

Daniel Torres

Schedule

On 5/26/2018

Evidence of Completion

Survey results

G1.B1.S3 Teachers will utilize the Tier 1 Behavior Intervention Documentation to record strategies/ interventions attempted to correct or reteach a behavior. 4

 S278789

Strategy Rationale

If teachers provide behavior interventions in the classroom then the unwanted behaviors will decrease and less instructional time will be lost.

Action Step 1 5

A Tier 1 Behavior Interventions Documentation form will be created and shared with teachers.

Person Responsible

Andrea Nelson

Schedule

On 8/3/2017

Evidence of Completion

Tier 1 Behavior Interventions Documentations Form

Action Step 2 5

Teachers will be trained on using the Tier 1 Behavior Interventions Documentation form to record student behaviors and select appropriate interventions/strategies.

Person Responsible

Andrea Nelson

Schedule

On 8/9/2017

Evidence of Completion

House Meetings sign-in sheet, PowerPoint presentation/slides

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Intervention and referral data will be collected and monitored throughout the year during school-based Problem Solving Team meetings.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Behavior/Referral Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The school-based Problem Solving Team will meet to monitor behavior data.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Behavior/Referral Data, Sign-in Sheets

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

 B263250

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

 S278792

Strategy Rationale

Through providing attendance incentives, students will increase their attendance.

Action Step 1 5

Grade level attendance data (percent of students present) will be tracked weekly by the guidance department.

Person Responsible

Andrea Nelson

Schedule

Daily, from 8/10/2017 to 6/8/2018

Evidence of Completion

Attendance data (percent of students present) will be posted in the lobby at the beginning of each week. The grade level with the highest percentage of attendance for the week will be announced on the morning news.

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

Grade level attendance will be monitored and posted weekly.

Person Responsible

Andrea Nelson

Schedule

Quarterly, from 8/10/2016 to 5/26/2018

Evidence of Completion

Bulletin board attendance bar graphs in front lobby.

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

School-based Problem Solving Team will monitor attendance monthly.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 8/31/2017 to 5/26/2018

Evidence of Completion

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

G1.B3.S2 Monthly Problem solving meetings will be conducted to analyze attendance data and determine next steps. 4

 S278793

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

Andrea Nelson

Schedule

Daily, from 8/10/2017 to 5/26/2018

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

Andrea Nelson

Schedule

Weekly, from 8/15/2017 to 5/26/2018

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

Andrea Nelson

Schedule

Weekly, from 8/19/2017 to 5/26/2018

Evidence of Completion

Attendance Call Log

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

Andrea Nelson

Schedule

Biweekly, from 8/26/2017 to 5/26/2018

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) will schedule attendance meetings.

Person Responsible

Andrea Nelson

Schedule

Biweekly, from 8/31/2017 to 5/26/2018

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

Andrea Nelson


Schedule

Every 3 Weeks, from 8/31/2017 to 5/26/2018

Evidence of Completion

Calendar Invitation and meeting forms

G2. With high expectations all teachers will understand, plan, and engage students in differentiated, standards based instruction across all content areas. **1**

 G097913

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

 B263251

G2.B1.S1 Grade levels will participate in a structured common planning one day a week and an additional two-hour collaborative planning once every three weeks. **4**

 S278794

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 half day of collaborative planning every three weeks.

Person Responsible

Michelle Work

Schedule

Every 3 Weeks, from 8/16/2017 to 6/6/2018

Evidence of Completion

unit plans submitted at the end of each collaborative planning session.

Action Step 2 **5**

A structured protocol for the collaborative unit planning is in place to include deliverable

Person Responsible

Andrea Nelson

Schedule

Every 3 Weeks, from 8/16/2017 to 6/6/2018

Evidence of Completion

PLC Notes, Lesson Plans, 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 modeling instructional delivery.

Person Responsible

Andrea Nelson

Schedule

Weekly, from 8/17/2017 to 7/5/2018

Evidence of Completion

Common Lesson Plans, Classroom walk throughs

Action Step 4 5

Grade level teams will have receive additional time for Writing Teams on Saturdays using the Collaborative Time budget.

Person Responsible

Andrea Nelson

Schedule***Evidence of Completion***

Aligned unit plans, lesson plans, and walk through data

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

Administrators will participate in Common Planning Sessions.

Person Responsible

Andrea Nelson

Schedule

Weekly, from 8/16/2017 to 6/6/2018

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

Andrea Nelson

Schedule

Weekly, from 8/16/2017 to 6/6/2018

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 half day collaborative planning onto the one drive

Person Responsible

Andrea Nelson

Schedule

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

Evidence of Completion

formative assessments, student tasks, text dependent questions

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

Andrea Steenken

Schedule

Weekly, from 8/16/2017 to 6/6/2018

Evidence of Completion

Classroom Walkthrough documentation

G2.B1.S2 Instructional coaches will assist in the facilitation of common planning and come prepared with resources to assist in the planning process. 4

 S278795

Strategy Rationale

If instructional coaches are prepared to facilitate common planning, the teachers will be able to better see the connection between the student task and the full intent of the standards.

Action Step 1 5

A schedule is in place to allow for weekly common planning and the structure in place for facilitating the process.

Person Responsible

Andrea Steenken

Schedule

Weekly, from 8/16/2017 to 6/6/2018

Evidence of Completion

Master Calendar, PD Calendar

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

Administration will participate in the weekly common planning.

Person Responsible

Andrea Steenken

Schedule

Weekly, from 8/17/2017 to 6/14/2018

Evidence of Completion

Lesson plans, walk through data

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

Andrea Steenken


Schedule

Weekly, from 8/16/2017 to 6/13/2018

Evidence of Completion

Classroom Walkthrough Documentation

G2.B2 Inconsistent understanding of instructional best practices to increase student engagement with critical content. **2**

 B263252

G2.B2.S1 Teachers will receive professional development based on data and classroom observations.

4

 S278796

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 9/11/2017 to 5/11/2018

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

Andrea Steenken

Schedule

Monthly, from 8/10/2017 to 5/11/2018

Evidence of Completion

Classroom Walkthrough data, Professional Development PowerPoint, Teacher Expected Outcomes

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

Administration will participate in the professional development sessions

Person Responsible

Andrea Steenken

Schedule

Monthly, from 8/10/2017 to 5/11/2018

Evidence of Completion

PowerPoints, Sign-in Sheets, Look fors

Plan to Monitor Effectiveness of Implementation of G2.B2.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 8/10/2017 to 5/11/2018

Evidence of Completion

Classroom Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B2.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 8/10/2017 to 5/11/2018

Evidence of Completion

i-Ready and STAR data

G2.B2.S2 Model classrooms will be identified and utilized to serve as a means for professional development. 4

 S278797

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

Michelle Work

Schedule

On 6/8/2018

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 8/10/2017 to 6/8/2018

Evidence of Completion

Peer Observation Schedule

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

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

Person Responsible

Andrea Steenken

Schedule

Weekly, from 8/14/2017 to 8/14/2017

Evidence of Completion

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

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

Peer observation forms will be collected after each observation.

Person Responsible

Manuela Motyl

Schedule

Monthly, from 10/2/2017 to 5/16/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.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

Manuela Motyl

Schedule

Monthly, from 10/2/2017 to 5/16/2018

Evidence of Completion

Peer observation form.

Plan to Monitor Effectiveness of Implementation of G2.B2.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

Weekly, from 8/14/2017 to 5/16/2018

Evidence of Completion

Classroom walkthrough data

G2.B2.S3 School-based leadership will provide instructional coaching support and give targeted feedback using the Marzano Instructional Framework. 4

 S278798

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

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

Andrea Nelson

Schedule

Monthly, from 8/14/2017 to 5/16/2018

Evidence of Completion

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

Action Step 2 5

All teachers will receive targeted feedback from administration.

Person Responsible

Andrea Steenken

Schedule

Every 3 Weeks, from 8/14/2017 to 5/14/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

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

Person Responsible

Andrea Steenken

Schedule

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

Evidence of Completion

Classroom Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B2.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

G3. Instructional staff will use ongoing formative assessment and progress monitoring data to inform intervention and acceleration activities to increase learning gains for all students. 1

G097914

G3.B1 Limited use of formative assessments to provide informed differentiated instruction. 2

B263253

G3.B1.S1 Grade levels will create and deliver common assessments throughout the unit that will inform instruction. 4

S278799

Strategy Rationale

If we create and deliver common assessments that can inform instruction, then we can adjust instruction throughout a unit of study.

Action Step 1 5

During double enrichment planning days, teachers will create common assessments.

Person Responsible

Manuela Motyl

Schedule

Every 3 Weeks, from 8/16/2017 to 5/16/2018

Evidence of Completion

Content area coaches will collect common assessments once grade levels have them created.

Action Step 2 5

During data Wednesdays (2nd Wednesday of the month), teachers and coaches will analyze data from common assessments to adjust instruction in the classroom.

Person Responsible

Manuela Motyl

Schedule

Monthly, from 9/13/2017 to 5/9/2018

Evidence of Completion

Administrators will collect data meeting minutes to monitor how each grade level analyzes their data and the next steps they design based on their data.

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

Administration will collect sign in sheets, agendas, and minutes from each double enrichment Wednesday meeting. Administration will also follow a schedule to attend and support double enrichment Wednesday planning meetings.

Person Responsible

Manuela Motyl

Schedule

Every 3 Weeks, from 8/16/2017 to 5/16/2018

Evidence of Completion

Administration will collect schedules, sign in sheets, norms, and other deliverables from each meeting.

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

The leadership team will conduct weekly CWTs to measure impact of common assessments being used throughout a unit of study. The leadership team should see an increase in specific instructional look-fors.

Person Responsible

Manuela Motyl

Schedule

Weekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

CWT data

G3.B1.S2 Teachers will receive coaching support in how to check for understanding throughout the lessons and use this information to deliver differentiated instruction based on the content that day. 4

S278800

Strategy Rationale

If teachers receive coaching on how to check for student understanding and differentiate instruction based on these checks, then teacher confidence in this instructional practice should increase and overall student understanding for the lesson should increase.

Action Step 1 5

Content area coaches will regularly observe in classrooms (weekly for CWTs) to assess how teachers check for understanding during lessons. Coaches will then meet with specific teachers to discuss ways to check for understanding and how to use this information to deliver differentiated instruction. If there is a need, coaches can schedule time to model this practice for specific teachers.

Person Responsible

Manuela Motyl

Schedule

Weekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

CWT data, coaching logs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The leadership team will conduct weekly CWTs to measure the impact of teacher coaching. The leadership team should see an increase in specific instructional look-fors.

Person Responsible

Manuela Motyl

Schedule

Weekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

coaching logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The leadership team will conduct weekly CWTs to measure the impact of teacher coaching. The leadership team should see an increase in specific instructional look-fors.

Person Responsible

Manuela Motyl

Schedule

Weekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

CWT data

G3.B2 Lack of structured data analysis and teacher input to drive instruction aligned to student need. 2

 B263254

G3.B2.S1 There will be data meetings once a month to review student work and discuss implications for future units and/or remediation. 4

 S278801

Strategy Rationale

If we designate an allotted time to review student work and discuss implications of this work, then we will be able to design instruction to meet the needs of all students.

Action Step 1 5

We will create a schedule to have data meetings once a month in which teachers bring students work to analyze and discuss implications for future units and/or remediation.

Person Responsible

Andrea Steenken

Schedule

Monthly, from 9/13/2017 to 5/9/2018

Evidence of Completion

schedule, norms, data meeting minutes, sign in sheets

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

We will develop and utilize a schedule for attending and supporting monthly data meetings.

Person Responsible

Andrea Steenken

Schedule

Monthly, from 9/13/2017 to 5/9/2018

Evidence of Completion

schedule, norms, data meeting minutes, sign in sheets

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

Leadership team will conduct weekly CWTs to measure transfer of discussed implications from the monthly data meeting.

Person Responsible

Andrea Steenken


Schedule

Weekly, from 9/13/2017 to 5/9/2018

Evidence of Completion

CWT data, data meeting minutes

G3.B2.S2 The MTSS problem solving team will create a system for monitoring interventions to ensure student progress toward proficiency. 4

 S278802

Strategy Rationale

If we have a system in place to monitor interventions, then we can ensure that all students are moving towards proficiency.

Action Step 1 5

We will create a schedule and protocols problem solving team meetings.

Person Responsible

Andrea Nelson

Schedule

On 7/31/2017

Evidence of Completion

schedule, protocols

Action Step 2 5

We will determine how students will be progressed monitored.

Person Responsible

Andrea Nelson

Schedule

On 7/31/2017

Evidence of Completion

plan for how to progress monitor students in MTSS

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Utilize MTSS problem solving team schedule and protocols to hold PST meetings.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 8/30/2017 to 5/23/2018

Evidence of Completion

agendas, sign in sheets, minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

The PST will monitor students in MTSS using monthly intervention data (STAR data) and quarterly diagnostic data (iReady data).

Person Responsible

Andrea Nelson


Schedule

Monthly, from 9/6/2017 to 5/23/2018





















Evidence of Completion

sign in sheets, meeting minutes, iReady diagnostic data, STAR data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A4  A375649	Grade level teams will have receive additional time for Writing Teams on Saturdays using the...	Nelson, Andrea	10/28/2017	Aligned unit plans, lesson plans, and walk through data	No End Date semiannually
G2.B2.S3.MA1  M405964	[no content entered]		No Start Date		No End Date one-time
G2.B2.S3.MA1  M405962	Classroom walkthrough data will be analyzed for an increase in instructional practices.	Steenken, Andrea	10/3/2016	Classroom Walkthrough data	6/2/2017 weekly
G2.B2.S3.MA4  M405963	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.B1.S1.MA4  M405952	Teachers submit deliverables from half day collaborative planning onto the one drive	Nelson, Andrea	8/24/2016	formative assessments, student tasks, text dependent questions	6/7/2017 quarterly
G3.B2.S2.A1  A375661	We will create a schedule and protocols problem solving team meetings.	Nelson, Andrea	7/31/2017	schedule, protocols	7/31/2017 one-time
G3.B2.S2.A2  A375662	We will determine how students will be progressed monitored.	Nelson, Andrea	7/31/2017	plan for how to progress monitor students in MTSS	7/31/2017 one-time
G1.B1.S3.A1  A375636	A Tier 1 Behavior Interventions Documentation form will be created and shared with teachers.	Nelson, Andrea	8/3/2017	Tier 1 Behavior Interventions Documentations Form	8/3/2017 one-time
G1.B1.S3.A2  A375637	Teachers will be trained on using the Tier 1 Behavior Interventions Documentation form to record...	Nelson, Andrea	8/9/2017	House Meetings sign-in sheet, PowerPoint presentation/slides	8/9/2017 one-time
G1.B1.S1.A1  A375632	Teachers will create a Covey Habit bulletin board in their classroom	Work, Michelle	8/10/2017	Covey Habit wall will be documented through classroom walkthroughs by the House Administrator	8/10/2017 one-time
G2.B2.S2.MA1  M405960	Administration will have walkthrough data used for the identification of model classrooms.	Steenken, Andrea	8/14/2017	Classroom Walkthrough data, Model classroom list and look-for elements	8/14/2017 weekly
G1.B1.S1.A2  A375633	One Covey Habit will be taught monthly with the language embedded in everyday activities.	Work, Michelle	8/10/2017	Covey Habit activities will be documented in teacher lesson plans	2/28/2018 monthly
G3.B1.S1.A2  A375658	During data Wednesdays (2nd Wednesday of the month), teachers and coaches will analyze data from...	Motyl, Manuela	9/13/2017	Administrators will collect data meeting minutes to monitor how each grade level analyzes their data and the next steps they design based on their data.	5/9/2018 monthly
G3.B2.S1.MA1  M405971	Leadership team will conduct weekly CWTs to measure transfer of discussed implications from the...	Steenken, Andrea	9/13/2017	CWT data, data meeting minutes	5/9/2018 weekly
G3.B2.S1.MA1  M405972	We will develop and utilize a schedule for attending and supporting monthly data meetings.	Steenken, Andrea	9/13/2017	schedule, norms, data meeting minutes, sign in sheets	5/9/2018 monthly
G3.B2.S1.A1  A375660	We will create a schedule to have data meetings once a month in which teachers bring students work...	Steenken, Andrea	9/13/2017	schedule, norms, data meeting minutes, sign in sheets	5/9/2018 monthly
G2.B2.S1.MA1  M405955	Classroom walkthroughs will be conducted to monitor for transfer of professional development to...	Steenken, Andrea	8/10/2017	Classroom Walkthrough data	5/11/2018 weekly
G2.B2.S1.MA3  M405956	Student data will be analyzed to determine effectiveness of classroom practices impacted by the...	Steenken, Andrea	8/10/2017	i-Ready and STAR data	5/11/2018 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
G2.B2.S1.MA1  M405957	Administration will participate in the professional development sessions	Steenken, Andrea	8/10/2017	PowerPoints, Sign-in Sheets, Look fors	5/11/2018 monthly
G2.B2.S1.A1  A375651	Teachers will be tiered based on level of support needed to effectively implement engaging,...	Steenken, Andrea	9/11/2017	Classroom Walkthrough Data, Coaching Support Documentation	5/11/2018 quarterly
G2.B2.S1.A2  A375652	Instructional coaches will provide individualized or small group professional development based on...	Steenken, Andrea	8/10/2017	Classroom Walkthrough data, Professional Development PowerPoint, Teacher Expected Outcomes	5/11/2018 monthly
G2.B2.S3.A2  A375656	All teachers will receive targeted feedback from administration.	Steenken, Andrea	8/14/2017		5/14/2018 every-3-weeks
G3.B1.S1.MA1  M405967	The leadership team will conduct weekly CWTs to measure impact of common assessments being used...	Motyl, Manuela	8/16/2017	CWT data	5/16/2018 weekly
G3.B1.S1.MA1  M405968	Administration will collect sign in sheets, agendas, and minutes from each double enrichment...	Motyl, Manuela	8/16/2017	Administration will collect schedules, sign in sheets, norms, and other deliverables from each meeting.	5/16/2018 every-3-weeks
G3.B1.S1.A1  A375657	During double enrichment planning days, teachers will create common assessments.	Motyl, Manuela	8/16/2017	Content area coaches will collect common assessments once grade levels have them created.	5/16/2018 every-3-weeks
G2.B2.S2.MA1  M405958	Observers of the model classrooms will record information on the peer observation form and have a...	Motyl, Manuela	10/2/2017	Peer observation form.	5/16/2018 monthly
G2.B2.S2.MA7  M405959	Administration will conduct classroom walkthroughs to look for transfer of knowledge from the peer...	Steenken, Andrea	8/14/2017	Classroom walkthrough data	5/16/2018 weekly
G2.B2.S2.MA2  M405961	Peer observation forms will be collected after each observation.	Motyl, Manuela	10/2/2017	Classroom Walkthrough data, Model classroom list and look-for elements, Peer observation schedule	5/16/2018 monthly
G3.B1.S2.MA1  M405969	The leadership team will conduct weekly CWTs to measure the impact of teacher coaching. The...	Motyl, Manuela	8/16/2017	CWT data	5/16/2018 weekly
G3.B1.S2.MA1  M405970	The leadership team will conduct weekly CWTs to measure the impact of teacher coaching. The...	Motyl, Manuela	8/16/2017	coaching logs	5/16/2018 weekly
G3.B1.S2.A1  A375659	Content area coaches will regularly observe in classrooms (weekly for CWTs) to assess how teachers...	Motyl, Manuela	8/16/2017	CWT data, coaching logs	5/16/2018 weekly
G2.B2.S3.A1  A375655	Teachers needing more intense support with delivering engaging, standards-based instruction will be...	Nelson, Andrea	8/14/2017	Pre-conference, Observations, Post-Conference, Administrative Observation	5/16/2018 monthly
G3.MA1  M405975	CWT data and intervention data will be collected and analyzed during leadership team meetings, data...	Steenken, Andrea	9/6/2017	sign in sheets, meeting minutes, data meeting minutes, intervention data (STAR and iReady diagnostic)	5/23/2018 monthly
G3.B2.S2.MA1  M405973	The PST will monitor students in MTSS using monthly intervention data (STAR data) and quarterly...	Nelson, Andrea	9/6/2017	sign in sheets, meeting minutes, iReady diagnostic data, STAR data	5/23/2018 monthly
G3.B2.S2.MA1  M405974	Utilize MTSS problem solving team schedule and protocols to hold PST meetings.	Nelson, Andrea	8/30/2017	agendas, sign in sheets, minutes	5/23/2018 monthly
G1.B3.S1.MA1  M405942	School-based Problem Solving Team will monitor attendance monthly.	Nelson, Andrea	8/31/2017	Decision Ed Report that will show a decrease in absences from school.	5/26/2018 monthly
G1.B3.S1.MA1  M405943	Grade level attendance will be monitored and posted weekly.	Nelson, Andrea	8/10/2016	Bulletin board attendance bar graphs in front lobby.	5/26/2018 quarterly
G1.B1.S2.MA1  M405934	A student and staff survey will be completed at end of the year	Torres, Daniel	5/15/2018	Survey results	5/26/2018 one-time

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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.S2.MA1 M405935	Administration will meet with the leadership store action team to discuss needs and concerns.	Torres, Daniel	9/1/2017	Monthly Leadership Store Action Team Meetings	5/26/2018 monthly
G1.B1.S2.A1 A375634	Teachers will be given ten yellow tickets to give to students who display one of the covey habits	Weeks, Michelle	8/15/2017	The purchase of additional tickets needed to give to teachers.	5/26/2018 weekly
G1.B1.S2.A2 A375635	Students will exchange yellow tickets at the leadership store that will begin the first week of...	Torres, Daniel	9/2/2017	The amount of tickets collected from the students.	5/26/2018 weekly
G1.B3.S2.MA1 M405944	SBE house administrators will attend all problem solving team meetings as scheduled	Nelson, Andrea	8/31/2017	Calendar Invitation and meeting forms	5/26/2018 every-3-weeks
G1.B3.S2.MA1 M405945	The Guidance Secretary will follow up with teachers of those students that have been flagged for...	Nelson, Andrea	8/26/2017	Email notification and Attendance Call Logs	5/26/2018 biweekly
G1.B3.S2.MA2 M405946	The Guidance Secretary (Linda McCoy) will schedule attendance meetings.	Nelson, Andrea	8/31/2017	Calendar Print Out, Parent Conference Forms, Problem Solving Team notes	5/26/2018 biweekly
G1.B3.S2.A1 A375643	Teachers will enter attendance into Skyward on a daily basis.	Nelson, Andrea	8/10/2017	Attendance Reports from Skyward	5/26/2018 daily
G1.B3.S2.A2 A375644	The Guidance Secretary (Linda McCoy) will run attendance reports once a week on Monday to identify...	Nelson, Andrea	8/15/2017	Weekly Attendance Reports from Skyward	5/26/2018 weekly
G1.B3.S2.A3 A375645	The Guidance Secretary (Linda McCoy) will notify teachers of those students with more than 2 or 3...	Nelson, Andrea	8/19/2017	Attendance Call Log	5/26/2018 weekly
G2.MA1 M405965	Analyze observational trend data for each grade level to determine an increase in teachers...	Steenken, Andrea	8/16/2017	Trend Observational Data Analysis	6/6/2018 monthly
G2.MA2 M405966	Analyze student data from iReady, STAR, Lake Science Assessment.	Torres, Daniel	9/6/2017	Data Analysis by grade level, class, and individual students	6/6/2018 quarterly
G2.B1.S1.MA1 M405949	Classroom walkthroughs will be conducted to look for transfer of knowledge of the Florida...	Steenken, Andrea	8/16/2017	Classroom Walkthrough documentation	6/6/2018 weekly
G2.B1.S1.MA1 M405950	Administrators will participate in Common Planning Sessions.	Nelson, Andrea	8/16/2017	Weekly common planning schedule	6/6/2018 weekly
G2.B1.S1.MA3 M405951	Common Lesson Plans will be reviewed by administration.	Nelson, Andrea	8/16/2017	Lesson Plans collected and uploaded through One Drive	6/6/2018 weekly
G2.B1.S1.A1 A375646	A schedule is in place for grade levels to participate in a half day of collaborative planning...	Work, Michelle	8/16/2017	unit plans submitted at the end of each collaborative planning session.	6/6/2018 every-3-weeks
G2.B1.S1.A2 A375647	A structured protocol for the collaborative unit planning is in place to include deliverable	Nelson, Andrea	8/16/2017	PLC Notes, Lesson Plans, and Student Tasks	6/6/2018 every-3-weeks
G2.B1.S2.A1 A375650	A schedule is in place to allow for weekly common planning and the structure in place for...	Steenken, Andrea	8/16/2017	Master Calendar, PD Calendar	6/6/2018 weekly
G1.MA1 M405947	Student behavioral data and interventions will be analyzed and monitored throughout the year by the...	Nelson, Andrea	9/9/2017	Referral data, Infraction Documentation, Individual Behavioral Plans, MTSS documentation	6/8/2018 monthly
G1.B3.S1.A1 A375642	Grade level attendance data (percent of students present) will be tracked weekly by the guidance...	Nelson, Andrea	8/10/2017	Attendance data (percent of students present) will be posted in the lobby at the beginning of each week. The grade level with the highest percentage of attendance for the week will be announced on the morning news.	6/8/2018 daily

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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.B2.S2.A1  A375653	Administration and Coaches will conduct classroom observations to determine model classrooms for...	Work, Michelle	8/10/2017	Classroom Walkthrough data	6/8/2018 one-time
G2.B2.S2.A2  A375654	A schedule will be created to allow for peer-observations of the model classrooms.	Work, Michelle	8/10/2017	Peer Observation Schedule	6/8/2018 monthly
G1.B1.S3.MA1  M405936	The school-based Problem Solving Team will meet to monitor behavior data.	Nelson, Andrea	8/10/2017	Behavior/Referral Data, Sign-in Sheets	6/8/2018 monthly
G1.B1.S3.MA1  M405937	Intervention and referral data will be collected and monitored throughout the year during...	Nelson, Andrea	8/10/2017	Behavior/Referral Data	6/8/2018 monthly
G1.MA2  M405948	Attendance data will be analyzed and monitored on a weekly basis.	Nelson, Andrea	8/10/2017	attendance data per grade level, attendance problem solving meetings, grades/data for students with attendance concerns	6/9/2018 weekly
G1.B1.S1.MA1  M405931	The Early Warning Signs report will be pulled monthly and the PST will meet to review students...	Nelson, Andrea	9/1/2017	Agendas and meeting minutes will serve as evidence that the meeting occurred.	6/9/2018 monthly
G1.B1.S1.MA3  M405932	Teachers will select students on a monthly basis that exemplify a Covey Habit. These students will...	Work, Michelle	9/28/2017	Nomination forms from teachers, Parent sign-in sheets, Agenda	6/9/2018 monthly
G1.B1.S1.MA1  M405933	School-Wide classroom walkthroughs will be conducted during morning meetings to identify components...	Work, Michelle	9/6/2017	Classroom walkthrough data from morning meetings, lesson plans	6/9/2018 monthly
G2.B1.S2.MA1  M405953	Classroom Walkthroughs will be conducted to look for transfer of Professional Development to...	Steenken, Andrea	8/16/2017	Classroom Walkthrough Documentation	6/13/2018 weekly
G2.B1.S2.MA1  M405954	Administration will participate in the weekly common planning.	Steenken, Andrea	8/17/2017	Lesson plans, walk through data	6/14/2018 weekly
G2.B1.S1.A3  A375648	Grade level teams will meet on a weekly basis for common planning where the focus will be on the...	Nelson, Andrea	8/17/2017	Common Lesson Plans, Classroom walk throughs	7/5/2018 weekly

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 8/10/2017 to 2/28/2018

G2. With high expectations all teachers will understand, plan, and engage students in differentiated, standards based instruction across all content areas.

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

G2.B1.S1 Grade levels will participate in a structured common planning one day a week and an additional two-hour collaborative planning once every three weeks.

PD Opportunity 1

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

Facilitator

Instructional Coaches, Grade Level Team Leader

Participants

Grade level teachers, Administrator, and Instructional Coaches

Schedule

Every 3 Weeks, from 8/16/2017 to 6/6/2018

PD Opportunity 2

Grade level teams will have receive additional time for Writing Teams on Saturdays using the Collaborative Time budget.

Facilitator

Andrea Nelson and Instructional Coaches

Participants

Grade Level Teachers

Schedule

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	One Covey Habit will be taught monthly with the language embedded in everyday activities.				\$15,770.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0067 - Sawgrass Bay Elementary School	Title I, Part A		\$15,770.00
			Notes: Notes			
3	G1.B1.S2.A1	Teachers will be given ten yellow tickets to give to students who display one of the covey habits				\$0.00
4	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
5	G1.B1.S3.A1	A Tier 1 Behavior Interventions Documentation form will be created and shared with teachers.				\$0.00
6	G1.B1.S3.A2	Teachers will be trained on using the Tier 1 Behavior Interventions Documentation form to record student behaviors and select appropriate interventions/strategies.				\$0.00
7	G1.B3.S1.A1	Grade level attendance data (percent of students present) will be tracked weekly by the guidance department.				\$0.00
8	G1.B3.S2.A1	Teachers will enter attendance into Skyward on a daily basis.				\$0.00
9	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
10	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
11	G2.B1.S1.A1	A schedule is in place for grade levels to participate in a half day of collaborative planning every three weeks.				\$0.00
12	G2.B1.S1.A2	A structured protocol for the collaborative unit planning is in place to include deliverable				\$0.00
13	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 modeling instructional delivery.				\$0.00
14	G2.B1.S1.A4	Grade level teams will have receive additional time for Writing Teams on Saturdays using the Collaborative Time budget.				\$0.00
15	G2.B1.S2.A1	A schedule is in place to allow for weekly common planning and the structure in place for facilitating the process.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0067 - Sawgrass Bay Elementary School	Other		\$6,000.00
			Notes: Leader In Me			
16	G2.B2.S1.A1	Teachers will be tiered based on level of support needed to effectively implement engaging, standards-based instruction in their classroom.				\$0.00
17	G2.B2.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
18	G2.B2.S2.A1	Administration and Coaches will conduct classroom observations to determine model classrooms for specific Marzano Elements and engagement strategies.				\$0.00
19	G2.B2.S2.A2	A schedule will be created to allow for peer-observations of the model classrooms.				\$0.00
20	G2.B2.S3.A1	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
21	G2.B2.S3.A2	All teachers will receive targeted feedback from administration.				\$0.00
22	G3.B1.S1.A1	During double enrichment planning days, teachers will create common assessments.				\$0.00
23	G3.B1.S1.A2	During data Wednesdays (2nd Wednesday of the month), teachers and coaches will analyze data from common assessments to adjust instruction in the classroom.				\$0.00
24	G3.B1.S2.A1	Content area coaches will regularly observe in classrooms (weekly for CWTs) to assess how teachers check for understanding during lessons. Coaches will then meet with specific teachers to discuss ways to check for understanding and how to use this information to deliver differentiated instruction. If there is a need, coaches can schedule time to model this practice for specific teachers.				\$0.00
25	G3.B2.S1.A1	We will create a schedule to have data meetings once a month in which teachers bring students work to analyze and discuss implications for future units and/or remediation.				\$0.00
26	G3.B2.S2.A1	We will create a schedule and protocols problem solving team meetings.				\$0.00
27	G3.B2.S2.A2	We will determine how students will be progressed monitored.				\$0.00
Total:						\$21,770.00