

Lake County Schools

Sawgrass Bay Elementary School



2019-20 Schoolwide Improvement Plan

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Sawgrass Bay Elementary School

16325 SUPERIOR BLVD, Clermont, FL 34714

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

Demographics

Principal: Andrea Nelson

Start Date for this Principal: 7/22/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (44%) 2016-17: C (48%) 2015-16: C (47%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educators Building Leaders for Life, One Student at a Time.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Steenken, Andrea	Principal	Oversee the school improvement planning process, curriculum and instruction, school safety and daily management of the campus. Collaborate closely with the leadership team and ensure we are displaying a common vision across campus to move student learning and teacher expertise forward.
Kendrick, Bernice	School Counselor	Helps lead the guidance department in the following areas: attendance meetings, maintaining 504 accommodation plans, case reviews, in class guidance lessons, and individual/group counseling.
Block, Cheryl	Teacher, ESE	As the ESE school specialist, Ms. Block is the ESE contact on campus. She facilitates ESE meetings, maintains ESE records and IEPs, delivers professional development, models lessons, and assists with appropriate placement of students.
Nelson, Andrea	Assistant Principal	Ms. Nelson works closely with 3rd and 4th grade teachers within their professional learning communities. She also works on the master schedule, is the professional development contact, testing administrator, and helps oversee the MTSS process.
Motyl, Manuela	Instructional Coach	Manu is the instructional coach for kindergarten and first grade. She works alongside teachers during the planning process, and coaches teachers to increase proficiency with instructional best practices.
Stratton, Kara	Instructional Coach	Ms. Stratton helps oversee the MTSS process on campus. She analyzes the data and facilitates the Tier 2 and Tier 3 meetings. She also oversees our Title 1 tutoring, works closely with new teachers on campus, and is the school testing coordinator.
Ferrell, Catherine	Instructional Coach	Ms. Ferrell is the Literacy coach for 3rd-5th grade. She works alongside teachers during the planning process, and coaches teachers to increase proficiency with instructional best practices.
Lees, Christina	Instructional Coach	Ms. Lees is the instructional math coach for 2nd-5th grade. She works alongside teachers during the planning process, and coaches teachers to increase proficiency with instructional best practices in math.
Darr, Madison	Assistant Principal	Ms. Darr works closely with the ESE self-contained units and 2nd grade teachers. She is also the school safety chair, manages the facilities, the website and oversees systems within the ESE department.
McHenry, Samantha	Assistant Principal	Ms. McHenry works closely with kindergarten and first grade teachers. She is also the textbook manager, health coordinator, and ensures Title 1 inventory is accounted for.

Name	Title	Job Duties and Responsibilities
Torres, Daniel	Dean	As the dean, Mr. Torres works closely with the Mental Health Liason and the PASS teacher to decrease referrals and out of school suspensions across campus. He is also the restorative practices chair on campus.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	189	198	195	219	240	260	0	0	0	0	0	0	0	1301
Attendance below 90 percent	34	41	27	22	26	36	0	0	0	0	0	0	0	186
One or more suspensions	5	13	8	13	12	31	0	0	0	0	0	0	0	82
Course failure in ELA or Math	7	17	39	78	60	52	0	0	0	0	0	0	0	253
Level 1 on statewide assessment	0	0	0	59	52	57	0	0	0	0	0	0	0	168

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	38	45	49	78	76	96	0	0	0	0	0	0	0	382

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

65

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	50	27	14	17	33	67	0	0	0	0	0	0	0	208
One or more suspensions	6	6	17	9	15	13	0	0	0	0	0	0	0	66
Course failure in ELA or Math	8	12	25	24	30	9	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	36	53	57	0	0	0	0	0	0	0	146

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	74	52	95	100	121	210	0	0	0	0	0	0	0	652

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	50	27	14	17	33	67	0	0	0	0	0	0	0	208
One or more suspensions	6	6	17	9	15	13	0	0	0	0	0	0	0	66
Course failure in ELA or Math	8	12	25	24	30	9	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	36	53	57	0	0	0	0	0	0	0	146

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	74	52	95	100	121	210	0	0	0	0	0	0	0	652

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	58%	57%	49%	57%	55%
ELA Learning Gains	62%	57%	58%	51%	56%	57%
ELA Lowest 25th Percentile	48%	49%	53%	48%	50%	52%
Math Achievement	50%	60%	63%	55%	61%	61%
Math Learning Gains	50%	56%	62%	45%	57%	61%
Math Lowest 25th Percentile	39%	39%	51%	46%	45%	51%
Science Achievement	57%	54%	53%	43%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	189 (0)	198 (0)	195 (0)	219 (0)	240 (0)	260 (0)	1301 (0)
Attendance below 90 percent	34 (50)	41 (27)	27 (14)	22 (17)	26 (33)	36 (67)	186 (208)
One or more suspensions	5 (6)	13 (6)	8 (17)	13 (9)	12 (15)	31 (13)	82 (66)
Course failure in ELA or Math	7 (8)	17 (12)	39 (25)	78 (24)	60 (30)	52 (9)	253 (108)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	59 (36)	52 (53)	57 (57)	168 (146)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	60%	-16%	58%	-14%
	2018	55%	61%	-6%	57%	-2%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	53%	60%	-7%	58%	-5%
	2018	52%	59%	-7%	56%	-4%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
05	2019	57%	59%	-2%	56%	1%
	2018	43%	55%	-12%	55%	-12%
Same Grade Comparison		14%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	62%	-17%	62%	-17%
	2018	60%	65%	-5%	62%	-2%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	47%	61%	-14%	64%	-17%
	2018	49%	60%	-11%	62%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		-13%				
05	2019	48%	57%	-9%	60%	-12%
	2018	41%	58%	-17%	61%	-20%
Same Grade Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	56%	-2%	53%	1%
	2018	47%	54%	-7%	55%	-8%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	45	38	17	31	30	17				
ELL	46	65	52	46	53	36	50				
ASN	60	50		67	50						
BLK	39	54	64	41	41		47				
HSP	51	64	49	44	50	41	49				
MUL	49	58		40	33		50				
WHT	69	64	38	62	57	37	74				
FRL	48	58	45	43	49	35	47				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	35	25	24	35	29	30				
ELL	39	54	39	47	39	39	16				
ASN	55			73							
BLK	38	34	25	38	26	23	33				
HSP	46	47	39	46	36	30	41				
MUL	61	50		59	35		83				
WHT	62	53	35	63	52	32	63				
FRL	46	45	36	45	37	29	42				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	47	52	28	37	39	15				
ELL	34	42	43	45	39	43	20				
ASN	67			75							
BLK	29	44	50	48	39	50	28				
HSP	45	52	46	47	45	43	34				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	62	47		62	60						
WHT	59	52	56	65	43	60	62				
FRL	43	47	50	49	42	45	33				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	57
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The lowest performance came from the math learning gains in the lowest quartile. One contributing factor is the focus we had as a school on ELA instruction and intervention. The built in acceleration block was reserved for reading intervention and enrichment.

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

The greatest decline was with math proficiency, especially in third grade. As a school we decreased 2% in this area, however in 3rd grade we decreased proficiency by 15%. One contributing factor is the time allotted for professional development and coaching centered around the math standards and instructional best practices in math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math proficiency had the greatest gap when compared to the state average. One contributing factor is the time allotted for professional development and coaching centered around the math standards and instructional best practices in math.

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

ELA Learning gains showed the most improvement this year from 48% to 62% making learning gains. This year, we had a strong focus on reading with conferring across the school. We also worked to incorporate authentic literacy across all disciplines. In addition to the core instruction, students who received tier 3 interventions in reading, worked with an interventionist using the Leveled Literacy Intervention from Fountas and Pinnell.

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

Student attendance rate is a concern. 14% of Sawgrass Bay students missed more than 10% of the school.

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

1. Increase student proficiency in math.
2. Increase learning gains for students in the LQ for math and ELA.
3. Increase overall proficiency for students with IEPs.
4. Increase attendance rate.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will intentionally plan for and engage students in standards based instruction through establishing the purpose, authentic literacy and instructional best practices across all disciplines.
Rationale	This area of focus was identified because if we focus on the purpose as we monitor and support authentic literacy and instructional best practices then students will make connections to what they are learning, why they are learning it, and where to apply it.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see an increase in ELA, Math, and Science proficiency. ELA proficiency will increase from 55% to 59%. Math proficiency will increase from 50% to 55%. Science proficiency will increase from 57% to 62%.
Person responsible for monitoring outcome	Andrea Steenken (steenkena@lake.k12.fl.us)
Evidence-based Strategy	Teachers will work in professional learning communities with an intense focus on student learning, collaboration, and results. The DuFour PLC questions will guide the learning and work within the professional learning communities as teachers plan for standards based instruction through establishing the purpose, authentic literacy, and instructional best practices. This will be monitored through admin participation, classroom walkthroughs, and progress monitoring data.
Rationale for Evidence-based Strategy	If teachers work collaboratively with a focus on student learning, results, and instructional best practices, then they will ensure all students receive a guaranteed and viable curriculum in ELA and Math. Extensive research has been completed about how an effective professional learning community impacts student achievement. As part of the PLC process teachers will also incorporate a book study, learning walks, and the coaching cycle as needed.
Action Step	
Description	<p>1. Grade levels will participate in a structured common planning one-day a week and an additional two-hour collaborative planning once every three weeks centered on student learning as it aligns to the standards and authentic literacy. Who: Admin and Coaches When: Start 8/12/2019, End 6/1/2020 Frequency: Weekly Evidence: Norms, Planning protocols, Formative Assessments</p> <p>2. Two Thursdays of each month will be devoted to grade level professional development and incorporate a book study, "Better Learning through Structured Teaching," which includes purpose, modeling thinking, guided instruction, collaborative learning, and independent learning. Who: Admin and Coaches When: Start 9/1/2019, End 6/1/2020 Frequency: Twice a month Evidence: Sign-in Sheets, PD plan, Classroom Walkthroughs</p> <p>3. The instructional coaches will implement the coaching cycle in order to focus on continuous improvement of instructional best practices.</p>

Who: Admin and Coaches

When: Start 9/1/2019, End 6/1/2020

Frequency: As Needed

Evidence: Coaching logs, Classroom Walkthroughs

4. Groups of teachers, facilitated by instructional coaches, will conduct monthly collaborative learning walks based on an area of focus and the established purpose.

Who: Admin and Coaches

When: Start 9/1/2019, End 6/1/2020

Frequency: Monthly

Evidence: Learning Walk Plan, Classroom Walkthroughs

Person

Responsible

Andrea Steenken (steenkena@lake.k12.fl.us)

#2	
Title	Instructional staff will use ongoing formative assessment and progress monitoring data to inform intervention and acceleration activities to increase learning gains for all students.
Rationale	If teachers use ongoing formative assessments and progress monitoring data to inform intervention and acceleration for all students, then students will receive timely feedback that will help move their understanding of the content forward. The ESE teachers will gather additional data through the Fountas and Pinnel Benchmark Assessment to strategically and systematically intervene with our ESSA subgroup for ESE.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see an increase in ELA and Math Learning Gains. ELA Learning Gains will increase from 62% to 65%. ELA Learning Gains (LQ) will increase from 48% to 53%. Math Learning Gains will increase from 50% to 55%. Math Learning Gains (LQ) will increase from 39% to 50%.
Person responsible for monitoring outcome	Andrea Nelson (nelsona@lake.k12.fl.us)
Evidence-based Strategy	Analyzing and using ongoing formative assessment and progress monitoring data to inform interventions and acceleration for ELA and math will help increase learning gains. This will be evidenced when discussing "What we will do for students who did not get it, and what will we do for those who already know it" within our professional learning communities. The progress monitoring data from Performance Matters and the frequent formative assessments will be analyzed every three weeks by coaches, admin, and teachers.
Rationale for Evidence-based Strategy	If teachers use ongoing formative assessment and progress monitoring data to intervene or accelerate students then students will receive timely and effective intervention. To monitor this strategy, we will complete classroom walkthroughs during the acceleration block, and monthly progress monitoring of students receiving tier 2 and tier 3 interventions.
Action Step	
Description	<p>1. Grade levels will create and deliver common formative assessments throughout the unit that will inform instruction. Who: Teachers and Coaches When: Start 8/12/2019, End 6/1/2020 Frequency: Weekly Evidence: Formative Assessments, Grade Level Google Drive</p> <p>2. Teachers will analyze and discuss student work products and information received through their individual conferencing. Who: Teachers and Coaches When: Start 9/1//2019, End 6/1/2020 Frequency: Weekly Evidence: Analysis within their PLC, Classroom Walkthroughs during acceleration block</p> <p>3. Teachers will implement "Number Talks" and Problem Based Learning Experiences during the math block to promote a focus on thinking and talking in math as well as increase mathematics fluency. The Acaletics Domain Reviews will be used as a spiral review and more formal math formative assessment. Who: Teachers and Coaches</p>

When: Start 8/12/2019, End 6/1/2020

Frequency: Daily

Evidence: Lesson Plans, Classroom Walkthroughs

4. All grade levels have an acceleration block built into their schedule to provide timely intervention and acceleration opportunities for all students. ESE VE teachers and Intervention teachers will use Leveled Literacy Intervention to increase reading proficiency for students in our lowest quartile.

Who: Admin and Coaches

When: Start 8/12/2019, End 6/1/2020

Frequency: Daily

Evidence: Lesson Plans, Classroom Walkthroughs during acceleration block

5. The MTSS problem solving team will monitor and support tier 2 and tier 3 interventions specifically designed to increase proficiency of the lowest quartile.

Who: Admin and Coaches

When: Start 9/1/2019, End 6/1/2020

Frequency: Quarterly

Evidence: PLT Team notes, MTSS protocols/meetings

6. Math Tutoring will be provided for 4th and 5th grade students in the lowest quartile.

Who: Math Coach, teachers

When: 10/27/2019, End 3/10/2020

Frequency: Two Times per week

Evidence: i-Ready data growth monitoring

**Person
Responsible**

Andrea Nelson (nelsona@lake.k12.fl.us)

#3	
Title	With high expectations, we will foster and grow positive relationships where we are collectively committed to the success of all students.
Rationale	If we have high expectations and foster positive relationships, we will make Sawgrass Bay a place where people are collectively committed to the success of all students.
State the measurable outcome the school plans to achieve	By focusing in this area, we expect to see an increase in attendance and a decrease in Out of School Suspensions. Attendance Rate will increase from 85% present 90% of the time to 90% present more than 90% of the time. Students with Out of School Suspension will decrease from 6% of the student population to 1%.
Person responsible for monitoring outcome	Andrea Steenken (steenkena@lake.k12.fl.us)
Evidence-based Strategy	Fostering positive relationships and being collectively committed to the success of all students will help decrease students receiving out of school suspension and increase the attendance rate. Referral and attendance data will be analyzed monthly by guidance, admin, and the instructional dean.
Rationale for Evidence-based Strategy	If we foster positive relationships and are collectively committed to all students, students will be at school and in class more frequently to learn the material.
Action Step	
Description	<p>1. Create and carry out a systematic teacher celebration/recognition program to celebrate the successes occurring in classrooms and around campus. Who: Admin and Guidance When: Start 8/12/2019, End 6/1/2020 Frequency: Monthly Evidence: Teacher Surveys, Google form for responses</p> <p>2. Teachers and staff will embed the use of the Covey Habits in all classrooms and common areas that set expectations for positive student behaviors and relationships. Who: Teachers When: Start 8/12/2019, End 6/1/2020 Frequency: Daily Evidence: Lesson Plans, Classroom Walkthroughs</p> <p>3. Incorporate restorative practices across campus to promote respect, relationships, responsibility, repair, and reintegration. The PASS teacher will implement restorative practices with students receiving multiple referrals and help decrease number of students serving OSS. Who: Admin , Guidance, PASS Teacher, and Dean When: Start 8/12/2019, End 6/1/2020 Frequency: Daily Evidence: Discipline and attendance data</p> <p>4. The Guidance Counselors, Mental Health Liaison, and Social worker will implement social emotional learning and support students with mental health challenges through counseling, mentoring, and other student services. Who: Counselors, Mental Health Liaison</p>

When: Start 8/12/2019, End 6/1/2020

Frequency: Daily

Evidence: Guidance lessons, Conferences, Referrals

5. Instructional staff will work as a professional learning community throughout the year with a focus on high expectations for student learning, collaboration, and student results.

Who: Admin and Coaches

When: Start 8/12/2019, End 6/1/2020

Frequency: Weekly

Evidence: Norms, Planning protocols, Formative Assessments, data meetings

**Person
Responsible**

Andrea Steenken (steenkena@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Electronic newsletters will be sent to families each month to provide information about the curriculum and upcoming events. We will also communicate with families through maintaining an active social media presence, school messenger, and parent conference nights. Parents and community members are also invited to attend our SAC meetings and frequent nightly events. Nightly events include: STEAM Night, Literacy Night, Title 1 Night, parent conference evenings, Media Nights, Light it Up Blue, Heritage Night...etc.

PFEP Link

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

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.

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.

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

The school based MTSS problem solving team (leadership) will be led by our Potential Specialist, school counselors and Assistant Principal, Ms. Andrea Nelson Other members of the team include administration, instructional coaches, 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. Research based resources and materials will be provided to teachers so that they are equipped to meet the specific needs of these students.

IDEA funds are used to assist in desired student outcomes for our ESE students on campus. We use these funds for an ESE School Specialist, ESE Clerks, Personnel, Inclusion practices, resources, and materials to support our students.

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.

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.

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.

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.

Leadership is an important component of the day at Sawgrass Bay. All students have leadership roles on campus and in the classroom to promote college and career readiness. These leadership opportunities help students develop responsibility and take ownership of their learning. Each student, alongside their teacher, reviews their academic progress and sets academic goals each quarter. The teachers and counselors on campus work to help students realize they are capable of achieving great academic goals.

Through creating authentic literacy experiences for students, teachers are promoting real world application of the learning that would be encountered outside of school. Partnerships are developed within the community and with local businesses. Many of these partnerships include making students aware of college and career opportunities. Our Media Specialist brings in guest speakers throughout the year for specific careers and then displays books that correlate for students to learn more about the specific career.

In addition to the guest speakers during the school day, we invite other local businesses to participate in our evening family events such as STEM Night, Literacy Nights, and Math Nights. This allows students to see how their learning transfers to future careers.

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

Sawgrass Bay is a Leader in Me School where we promote student leadership across campus. Our students have leadership roles and are taught habits that promote college and career awareness. We also partner with several community businesses to come in and be guest speakers during our Media time. Our STEM class incorporates various STEM careers into the curriculum for our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Teachers will intentionally plan for and engage students in standards based instruction through establishing the purpose, authentic literacy and instructional best practices across all disciplines.				\$65,205.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0067 - Sawgrass Bay Elementary School	Title, I Part A		\$7,155.00
			<i>Notes: Classroom libraries and math manipulatives will be purchased to assist teachers with delivering standards based instruction centered around authentic literacy and instructional best practices.</i>			
	6400	510-Supplies	0067 - Sawgrass Bay Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Professional Development books will be purchased and used to improve instructional best practices.</i>			
	5100	520-Textbooks	0067 - Sawgrass Bay Elementary School	Title, I Part A		\$55,050.00
			<i>Notes: Being a Reader (K-1) and Florida Ready (3-5) books will be purchased to assist teachers with standards based instruction and authentic literacy.</i>			
2	III.A.	Areas of Focus: Instructional staff will use ongoing formative assessment and progress monitoring data to inform intervention and acceleration activities to increase learning gains for all students.				\$64,331.92
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0067 - Sawgrass Bay Elementary School	Title, I Part A		\$64,331.92
			<i>Notes: An ELL Resource Teacher will be used to deliver ELA interventions to our students who are learning the English Language.</i>			
3	III.A.	Areas of Focus: With high expectations, we will foster and grow positive relationships where we are collectively committed to the success of all students.				\$3,301.26
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	160-Other Support Personnel	0067 - Sawgrass Bay Elementary School	Title, I Part A		\$2,707.00
			<i>Notes: One hour a day is reserved for our FSL. She will assist with resources for families.</i>			

	6150	120-Classroom Teachers	0067 - Sawgrass Bay Elementary School	Title, I Part A		\$594.26
			<i>Notes: A teacher will be instructing parent workshops with students and parents around reading.</i>			
	6150	379-Telephone and Other Data Communication Services	0067 - Sawgrass Bay Elementary School			\$0.00
Total:						\$132,838.18