

Broward County Public Schools

Sawgrass Elementary School



2021-22 Schoolwide Improvement Plan

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Sawgrass Elementary School

12655 NW 8TH ST, Sunrise, FL 33325

[no web address on file]

Demographics

Principal: Stephen Decotis

Start Date for this Principal: 7/1/2017

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: A (64%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Broward County School Board on 9/30/2021.

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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Sawgrass Elementary School

12655 NW 8TH ST, Sunrise, FL 33325

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Sawgrass Elementary School, students are accepted, appreciated, nurtured, and challenged according to their individual needs. Through their education at school, students should gain the skills, strategies, and desire necessary for continued learning. They should develop a strong sense of responsibility for themselves and toward each other, their community, and the earth's resources.

Provide the school's vision statement.

The Vision of Sawgrass Elementary School is to improve the lives of our students and the families of our community. In order to accomplish this vision we will help each student develop knowledge and understanding, while instilling a lifelong love of learning. Our approach is to always be respectful and kind as we challenge ourselves to be better teachers, parents, students and community members.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Decotis, Stephen	Principal	He oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Finkel, Nicole	Assistant Principal	Assist the principal in oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Amento, Michelle	Reading Coach	She oversees Reading curriculum and activities teachers with any intervention or Reading curriculum problems. Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Gonzalez, Gladys	Teacher, Adult	SAC Chairperson Conduct once a month meeting to review the SIP plan with parents and SAC members.

Demographic Information

Principal start date

Saturday 7/1/2017, Stephen Decotis

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

5

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

6

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

898

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	147	133	134	133	116	161	0	0	0	0	0	0	0	824
Attendance below 90 percent	16	15	8	9	8	11	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	30	14	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	41	26	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	2	8	20	25	25	20	0	0	0	0	0	0	0	100

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	4	12	13	13	16	7	0	0	0	0	0	0	0	65

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	7	13	5	8	0	4	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	152	178	154	147	181	150	0	0	0	0	0	0	0	962
Attendance below 90 percent	24	23	13	25	18	19	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	81	0	0	0	0	0	0	0	81

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	3	11	11	14	5	16	0	0	0	0	0	0	0	60

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	8	14	6	7	0	4	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	59%	57%	70%	56%	56%
ELA Learning Gains				65%	60%	58%	68%	57%	55%
ELA Lowest 25th Percentile				57%	54%	53%	64%	51%	48%
Math Achievement				69%	65%	63%	69%	62%	62%
Math Learning Gains				62%	66%	62%	65%	60%	59%
Math Lowest 25th Percentile				38%	53%	51%	49%	47%	47%
Science Achievement				45%	46%	53%	60%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	60%	17%	58%	19%
Cohort Comparison						
04	2021					
	2019	67%	62%	5%	58%	9%
Cohort Comparison		-77%				
05	2021					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	65%	14%	62%	17%
Cohort Comparison						
04	2021					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-79%				
05	2021					
	2019	57%	64%	-7%	60%	-3%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	49%	-7%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Math K-2 Go Math 3-5 I-Ready

ELA K-2 Benchmark 3-5 Standards Mastery

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52%	56%	62%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	27%	32%	36%
	English Language Learners	31%	19%	28%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40%	40%	52%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	25%	21%	25%
	English Language Learners	28%	13%	34%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	52%	63%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	14%	17%	36%
	English Language Learners	22%	21%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	41%	53%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	7%	14%	26%
	English Language Learners	17%	18%	35%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	65%	72%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	26%	26%	34%
	English Language Learners	15%	29%	48%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	36%	53%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	10%	9%	19%
	English Language Learners	11%	7%	29%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	61%	70%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	32%	36%	55%
	English Language Learners	12%	61%	70%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38%	56%	71%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	9%	28%	47%
	English Language Learners	0	5%	29%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	45%	51%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	16%	13%	11%
	English Language Learners	36%	19%	51%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	50%	62%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	8%	16%	18%
	English Language Learners	14%	25%	44%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	44%	47%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	32	25	30	14		23				
ELL	58	39	31	48	27	23	38				
ASN	74			57							
BLK	51	58		44	29		48				
HSP	69	46	22	56	25	17	39				
MUL	82			68							
WHT	65	47		60	12		47				
FRL	55	44	37	41	16	11	30				
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	38	44	42	42	42	32	28				
ELL	72	67	67	65	61	35	35				

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
ASN	95	83		91	92						
BLK	59	64	67	58	55	35	25				
HSP	74	65	55	69	63	36	51				
MUL	81			81							
WHT	73	66		72	66	50	54				
FRL	62	60	55	59	57	33	34				
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	34	49	52	34	46	42	22				
ELL	63	72	76	60	66	52	29				
ASN	100			100							
BLK	67	64	57	60	56	50	53				
HSP	65	71	67	67	68	47	57				
MUL	85	60		69	70						
WHT	76	66		74	66	40	67				
FRL	65	66	64	61	61	52	47				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
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	46
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the FSA Data from 2019 it showed the greatest decline from the prior year was in the SWD subgroup ELA lowest quartile learning gains. This area dropped 7% percent from the previous year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the FSA Data from 2019 the area that showed the greatest need for improvement was in the SWD subgroup ELA lowest quartile learning gains. This area dropped 7% percent from the previous year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors that led to this decline could be the lack of comparable data to the FSA to monitor the learning gains with these students. Lack of in person instruction and instruction with a mask led students to struggle with acquiring and practicing phonics/phonological awareness skills for primary grades and intervention.

The final contributing factors is the classroom teachers are in need of more training on how to use strategies to assist these students in closing the gap and raising their achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was in the Math lowest quantitatively learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some new actions our school took that assisted in helping raise the learning gains with these students were building students fluency using Mountain Math teachers participating in PLCs monitoring data on common and formative assessment. FSA Math camps, mini math sessions before and after school and using that data to reteach standards that did not reach mastery.

What strategies will need to be implemented in order to accelerate learning?

Some strategies that will be implemented in order to accelerate learning in these areas are to enhance our progress monitoring apply research based highly effective interventions effectively and push in support. We are increasing our quarterly checkpoints and data analysis chats to monthly. We

will also be monitoring all subject areas in grades K-5. We will be utilizing teachers to use the Fountas and Pinnell Leveled Literacy intervention with students that are severely behind in reading. Our ESE Facilitator will be using the LLI intervention with fidelity to close gaps with our SWD sub group. We will be utilizing paras to push into classrooms. These paras will work closely with the CPST team, teachers, coaches, and ESE Facilitator to target specific skills that needed for improvement to close gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Some of the professional development opportunities that will be provided at the schools to support teachers and formative assessments. UFLI staff development once a month. FSA mini math sessions before and after school, and using that data to reteach standards that did not reach mastery.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Monitoring will be very important in ensuring that strategies are being implemented with fidelity as well as monitoring to see if the strategies are working towards achieving the desired outcome of raising student achievement. If strategies are not working the leadership team will make adjustments accordingly.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Due to the pandemic and students being virtual data was not acquired for 19-20. Areas of concern are cafeteria, hallway, and playground. Sawgrass will use a Positive behavior plan to monitor.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Deliver Quality Teaching lessons that promote equity and engages all students. encourage co-operative learning and group work activities. foster positive and supportive relationships with the whole school community. communicate and collaborate with parents when dealing with issues.

For students= Students are expected to Be safe, responsible and respectful.

Faculty= Faculty has Faculty council, smile notes left to staff by administration, and principal gives Panther Paws Diplomas once a month for staff achievement during staff meeting.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal/Assistance Principal= Panther Paw punches in cafeteria for class daily. Words of encouragements to students when walking straight in lines and behaving at playground.

Teachers/Staff= Picking student of the week, encourage them by praising them and playing music or brain breaks thru the lessons.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		130-Other Certified Instructional Personnel	3401 - Sawgrass Elementary School	Other Federal		\$0.00
			Notes: Sawgrass Elementary is using our ESSER teachers specifically for our area of focus in ELA for our students with disabilities. These interventionist are using LLI in small group to work with our ESE students to help close the achievement gap.			
Total:						\$0.00