

Sawgrass Bay Elementary School



2014-15 School Improvement Plan

Sawgrass Bay Elementary School

16325 SUPERIOR BLVD, Clermont, FL 34714

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
66%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sawgrass Bay Elementary is to engage the whole child with the ability to think critically, embrace personal pride, and foster a love for learning. Sawgrass Bay students will be challenged to perform on or above grade level, while gaining the necessary skills to be successful in middle school and beyond.

Provide the school's vision statement

Sawgrass Bay Elementary School will set the standard for excellence in Lake County Schools. All Sawgrass Bay students will go on to graduate high school and be responsible citizens, with the ability to adapt to change.

School Environment

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

Sawgrass Bay Elementary School holds an annual Cultural Heritage Night where staff members, students, families and community members come to the school to celebrate their own cultural heritage. There is music, art, and refreshments.

Our staff has diverse cultural backgrounds, and we strive to hire teachers that represent our student population. Our mentoring program matches staff members to students who need a strong relationship with an adult at school.

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

Sawgrass Bay Elementary has a one-point-of-entry system where cameras are utilized and all visitors must scan a picture identification. Our staff is on duty before students enter the school grounds to ensure that adequate 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. Our school-wide Positive Behavior Support program ensures that each student feels valued.

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

Sawgrass Bay is a Positive Behavior Support school. Our students are explicitly taught the correct ways to act and respond in all situations at school (in the cafeteria, on the bus, in the halls). Positive behaviors are recognized by staff using our yellow ticket system. These tickets are then used by the students to "buy" items from our school store or participate in our PBS popcorn parties. Our teachers are trained every year in August, where our discipline process and data are reviewed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/204740>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Will upload PIP.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gelb, Heather	Principal
Falcon, Kathy	Assistant Principal
Simmons, Maurice	Assistant Principal
Messner, Lindsay	Other
Williams, Bianca	Instructional Coach
Crowley, Jennifer	Instructional Coach
Greenwood, Lynn	Instructional Coach
Lees, Christina	Instructional Coach
Odom, Phalice	Instructional Coach
Ardizone, Jennifer	Guidance Counselor
Blair, Michelle	Guidance Counselor
Santuchi, Sophy	Guidance Counselor
Barr, Veda	Other
Velez, Rose	Other
Work, Michelle	Teacher, K-12

Duties

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

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

- Principal: Heather Gelb
- Assistant Principal: Katherine Falcon
- Assistant Principal: Maurice Simmons

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

- Curriculum Resource Teacher: Lindsay Messner
- Math Coaches: Christina Lees (K-2) and Lynn Greenwood (3-5)

•Reading Coaches: Bianca Williams (K-2) and Jennifer Crowley (3-5)

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

•ESE School Specialist: Veda Barr

Assist with data collection for students with IEP's and assist with implementing tier 3 instruction, as well as other tiers, if needed. Works in partnership with general education teachers at all levels/tiers of instructional activities.

•School Psychologist: Kindal Gilstedt

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

•ELL Specialist: Rose Velez

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

•Guidance Counselor: Michelle Blair (PreK-1)

•Guidance Counselor: Sophy Santuchi (2-3)

•Guidance Counselor: Jennifer Ardizone (4-5)

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

•Speech/Language Pathologists: Barbara Zhuchkan and Maureen Krurnowski

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

•Classroom Teachers

The general education teachers will deliver Tier I instruction and intervention as well as, collaborate with the other instructional personnel with the implementation of Tier 2 and Tier 3 instruction. They will also assist with data collection and the identification of at-risk students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

FSL facilitates materials check-out, parent workshops and communication between parents and teachers.

Federal Integration:

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

- ESE full inclusion

State Requirements:

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

- Title I tutoring

- Committee for Children Bullying Prevention Program School Wide

- President's Physical Fitness Program for all students

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

- Positive Behavior Support System (PBS)

Title I, Part C- Migrant: There are no migrant students currently at SBE. In the event we have migrant families at SBE, The Migrant Education Program (MEPP staff will provide services and support to eligible students and parents. The MEP Migrant Advocate will provide the parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

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

Title II: All teachers and administrators are highly qualified.

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

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

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

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

- Committee for Children Bullying Prevention Program School Wide

- President's Physical Fitness Course for all students

- Too Good For Drugs, Mendez program in all grades

- Red Ribbon Week Activities school wide

- Positive Behavior Support System (PBS)

- 8 Habits of Happy Children (Covey Habits)

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
James Rivera	Business/Community
Jose Elias	Business/Community
Christina Lees	Teacher
Heather Gelb	Principal
Michelle Work	Teacher
Bianca Williams	Teacher
Patricia Fulton	Teacher
Venally Cruz	Education Support Employee
Matt Fisher	Parent
Stephanie Reily	Parent
Guen Rooney	Student
Cindy Montoya	Parent
Marta Bustos	Parent
Amaris Colon	Parent
	Student
Rosa Ramos	Parent
Abraham Then	Parent
Nancy Clark	Parent

Duties

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

Evaluation of last year's school improvement plan

During the spring of 2014 parents were invited to a SAC meeting where the school's SIP and Title I plan were reviewed.

Development of this school improvement plan

During September of 2014 parents will be invited to an SAC meeting where the FCAT 2.0 results from the 2013/2014 school year will be reviewed. Following, the school's SIP, Title I plan, Parent Involvement Plan and School Compact will be presented. Feedback from the plans will be recorded and used to help guide the development and monitoring of our SIP and PIP.

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

Preparation of the school's annual budget and plan

The school does not receive school improvement monies as such, however, the SAC is active in the discussion, dissemination and approval of the allocation of the SAI funds (2015: \$11,197.00) and the Title I funds (2015: 425,038.00) which the school receives annually. These funds are used exclusively

to provide student support such as additional personnel, instructional programs, staff development, parent involvement and collaborative teacher planning.

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

Appropriate lexiled books for students
Approximate amount \$500

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Williams, Bianca	Instructional Coach
Crowley, Jennifer	Instructional Coach
Velez, Rose	Other

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

Person responsible: Mrs. Heather Gelb, Principal

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

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

Persons responsible: Kathy Falcon, Assistant Principal and Lindsay Messner, CRT

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Sawgrass Bay Teachers and Instructional Coaches progress monitor grade level data including FAIR-FS, FLKRS, unit assessments, mini benchmark assessments in Science (grade 5), published written products at the end of an ELA unit, Moby Max, FASTT Math, PENDA and numerous other formative assessments. Proficiency within class, grade level and school are compared. Coaches use this information to plan to extend or remediate a standard within individual classrooms or a grade level as a whole. Our county blueprints offer a progression of standards. If a student is lacking the grade-level content needed to master a standard, the teacher is able to see the prior grade-level expectation to use as an intervention to assist students in filling in gaps. We also have a part time teacher that will pull remediation groups based on progress monitoring. These small groups will target individual standards that are not mastered using grade level appropriate text.

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

Strategy: After School Program

Minutes added to school year: 2,400

We will offer after school, Title I funded tutoring in Reading, Science, Writing 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

Messner, Lindsay, messnerl@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: 1,080

Monthly Blueprint PLC Meetings

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Before School Program

Minutes added to school year: 3,300

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year: 1,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Before School Program

Minutes added to school year: 3,300

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Every student in grades 4 and 5 will have a wireless device to utilize in our Bring Your Own Device (BYOD) program.
- G2.** Sixty-nine percent of our students will score a level 3 or higher on the Florida Standards Assessment in math.
- G3.** Our goal is increase parent attendance to school sponsored events to 75%.
- G4.** 71 percent of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.
- G5.** 72 percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.
- G6.** We will decrease the number of students with twenty or more absences by 1%.
- G7.** The goal is to reduce the number of bullying referrals that are written at school to zero.

Strategic Goals Detail

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

G1. Every student in grades 4 and 5 will have a wireless device to utilize in our Bring Your Own Device (BYOD) program. 1a

G044725

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Title I iPad cart ILS wireless connections technology devices Moby Max PENDA Title I Purchased apps Gates Grant purchased technology and apps

Targeted Barriers to Achieving the Goal 3

- Some of our students do not own devices to bring to school, and do not know how to safely use them for educational purposes

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Sixty-nine percent of our students will score a level 3 or higher on the Florida Standards Assessment in math. **1a**

G037612

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	69.0
AMO Math - Hispanic	62.0
AMO Math - ED	64.0
AMO Math - SWD	50.0
Math Lowest 25% Gains	63.0

Resources Available to Support the Goal **2**

- FASTT Math, MobyMax, PENDA Learning, Thinking Maps, 8 Mathematical Practices, weekly planning with each grade level for content, monthly professional learning communities for data and blueprint analysis and planning, manipulatives (such as ten-frames, three-dimensional figures, etc.), STEM activities, Math Coaches, targeted remediation groups, Accelerated Resource Teacher, Family School Liaison, Teacher Prescription Pad, and Parent Resource Room.

Targeted Barriers to Achieving the Goal **3**

- The students have not mastered the prerequisite skills from prior grade levels.
- The students lack the necessary reading skills needed to break down word problems in the math curriculum.
- Lack of parent involvement and resources at home.

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

Data will be gathered from unit assessments, MobyMax assessments, computer programs (PENDA Learning and FASTT Math), classroom walkthroughs,

Person Responsible

Christina Lees

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Retrieve data from MobyMax, PENDA Learning, and FASTT Math MobyMax Assessments Unit Assessments Classroom Walkthroughs Florida Standards Assessment Scores

G3. Our goal is increase parent attendance to school sponsored events to 75%. 1a

G037613

Targets Supported 1b

Indicator	Annual Target
	75.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. 71 percent of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.

1a

G037614

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	71.0
AMO Reading - African American	69.0
AMO Reading - Hispanic	60.0
AMO Reading - ELL	53.0
AMO Reading - ED	63.0
AMO Reading - SWD	47.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

Junior Great Books

Person Responsible

Jennifer Crowley

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Analyzing Published Products Analyzing FAIR-FS data Classroom Walk Throughs PLCs

G5. 72 percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test. 1a

G037615

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Science Instructional Coach, Science Enrichment Teacher, LBA Assessments, Florida Mini-Achieves, CPALMS, FCAT Explorer, Science Boot Camp, PENDA, weekly planning in Science content with Science teachers, monthly PLC utilizing county blueprints

Targeted Barriers to Achieving the Goal 3

- -A lack of student exposure to problem based learning -Students lack content knowledge from prior grades -Primary grade students often lack collaborative experiences

Plan to Monitor Progress Toward G5. 8

Monitor instruction in classroom and look at data gathered from mini-achieves, lesson plans, PENDA reports, walk throughs throughout the year to make sure that we are progressing towards our goal of 77% of students scoring a level 3 or higher on the FCAT 2.0 Science Test.

Person Responsible

Phalice Odom

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

G6. We will decrease the number of students with twenty or more absences by 1%. 1a

G037617

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G6. 8

Attendance meetings
Rtl meetings
Home Visits
Student and family interviews

Person Responsible

Schedule

Evidence of Completion

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

G7. The goal is to reduce the number of bullying referrals that are written at school to zero. 1a

G037618

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.0

Resources Available to Support the Goal 2

- There are many programs on the SBE campus to help prevent bullying. These include the Steps to Respect, Second Step and school wide PBS system. The county provided Bully Proofing your School training to the Counselor and Media Specialist who in turn, returned to train the staff. We have hung the bully proofing posters around the school as well. The bully proofing information learned at the training will also be presented at the PTO and SAC meetings. The counselors will also present on the school news monthly information about bullying and do skits about what bullying is and how to handle it. Newsletters and school website will also provide information on bullying.

Targeted Barriers to Achieving the Goal 3

- Unstructured time on the bus or on campus

Plan to Monitor Progress Toward G7. 8

Monitor referrals

Person Responsible

Heather Gelb

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Documented in PBS report

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Every student in grades 4 and 5 will have a wireless device to utilize in our Bring Your Own Device (BYOD) program. **1**

 G044725

G1.B1 Some of our students do not own devices to bring to school, and do not know how to safely use them for educational purposes **2**

 B110140

G1.B1.S1 Utilize our Personalized Learning/Gates Grant to purchase additional technology to enable all students to have a device in their hands and provide professional development for our families so they know how to safely utilize this technology for educational purposes. **4**

 S121638

Strategy Rationale

We are preparing our students to be college and career ready, and to do this, they need a device in their hand with the knowledge of what to do with it.

Action Step 1 **5**

Plan BYOD trainings for teachers, students and families

Person Responsible

Heather Gelb

Schedule

Biweekly, from 9/9/2014 to 10/22/2014

Evidence of Completion

fliers agendas sign-in sheets signed rules/regulations for program

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

Purchasing technology through the Gates Grant

Person Responsible

Michelle Work

Schedule

On 6/5/2015

Evidence of Completion

Bookkeeper paperwork Grant paperwork

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

All students will have opportunity to use a wireless device

Person Responsible

Heather Gelb

Schedule

On 6/5/2015

Evidence of Completion

Walk throughs TEAM evaluations Grant requirements Observations Teacher feed back and monitoring

G2. Sixty-nine percent of our students will score a level 3 or higher on the Florida Standards Assessment in math. **1**

G037612

G2.B1 The students have not mastered the prerequisite skills from prior grade levels. **2**

B090397

G2.B1.S1 We will use MobyMax assessments to identify gaps in learning and provide lessons to close the achievement gap. Teachers will participate in collegial planning along with Math Instructional Coaches. The teachers will work together to plan lessons that will implement best practices and small group instruction. Curriculum blueprints and End of Unit Assessments will be used to guide planning. The Eight Mathematical Practices will be implemented in the classroom. Manipulatives will be utilized frequently within classroom instruction. Teachers will use manipulative flip charts to ensure they are using manipulatives as intended. FASTT Math will be utilized to increase fact fluency for basic computation. After school tutoring will be offered to the students that are lacking skills. **4**

S101166

Strategy Rationale

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

Action Step 1 **5**

We will progress monitor through unit assessments, MobyMax assessments and FASTT Math and PENDA Learning usage. Students in the lowest 25% will be monitored by a leadership team member along with the classroom teacher.

Person Responsible

Christina Lees

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Unit assessments MobyMax assessments Florida Standards Assessment results

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

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

Person Responsible

Christina Lees

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence of completion will be the data pulled from unit assessments, MobyMax and PENDA Learning.

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

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

Person Responsible

Christina Lees


Schedule

On 6/4/2015

Evidence of Completion

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

G2.B2 The students lack the necessary reading skills needed to break down word problems in the math curriculum. **2**

 B090399

G2.B2.S1 Teachers will use Thinking Maps to organize word problems. "Think Aloud" strategy will be implemented in the classroom to model how to read for understanding in a word problem. Students will participate in "accountable talk" to effectively solve word problems. **4**

 S101168

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Christina Lees

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Authentic Student Work

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

Model lessons to ensure teachers have a clear understanding of how to implement thinking maps into the classroom.

Person Responsible

Christina Lees

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Authentic Student Work Student grades

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

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

Person Responsible

Christina Lees


Schedule

Weekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Authentic Student Work Unit Assessment Grades

G2.B3 Lack of parent involvement and resources at home. 2

 B090401

G2.B3.S1 Parents who do not have resources readily available at home can check items out from our Parent Resource Room. Students can also come to media nights and receive help with their homework. ELL family nights will also be provided for parents who speak limited English. 4

 S101170

Strategy Rationale

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

Action Step 1 5

Teachers will use Teacher Perscription Pad to refer parents to the Parent Resource Room. Parent Resource Room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Velez.

Person Responsible

Rose Velez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Work Florida Standards Assessment Unit Assessments

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

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

Person Responsible

Rose Velez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Filed prescription sheets Sign in/out sheets

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

Parent Resource Room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Velez.

Person Responsible

Rose Velez

Schedule

On 6/4/2015

Evidence of Completion

Parent Surveys Attendance Sign in/out sheets

G4. 71 percent of our students will score a level 3 or higher on the Florida Standards Assessment in ELA. 1

G037614

G4.B1 We have students performing below grade level, some of which are part of our ELL population, who lack vocabulary and background knowledge as well as basic foundational reading skills. These students are expected to think critically and answer higher order thinking questions in response to literature. 2

B090403

G4.B1.S1 Professional development on Junior Great Books for grades 3-5 and Junior Great Books materials 4

S101171

Strategy Rationale

After receiving professional development on Junior Great Books teachers will be prepared to use higher order questioning effectively and successfully facilitate classroom discussions.

Action Step 1 5

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

Person Responsible

Jennifer Crowley

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Junior Great Books

Person Responsible

Jennifer Crowley

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Walk Throughs Published Products and Task scores

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Junior Great Books

Person Responsible

Jennifer Crowley

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reports from FAIR-FS Assessments Published Products and Tasks scores

G4.B1.S2 Response to Literature Training for Coaches 4

 S114286

Strategy Rationale

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

Action Step 1 5

Schedule training with Thinking Maps

Person Responsible

Heather Gelb

Schedule

On 8/29/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

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

Person Responsible

Bianca Williams

Schedule

On 9/22/2014

Evidence of Completion

Calendar invites Notes Plan of Action Sign in sheets Agendas

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Teachers will use the Response to Literature models in their classrooms to increase achievement in written response to text.

Person Responsible

Jennifer Crowley

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

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

Strategy Rationale

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

Action Step 1 5

Implement DSC SIPPS program

Person Responsible

Bianca Williams

Schedule

On 6/5/2015

Evidence of Completion

agendas, sign-in sheets, MTSS documentation

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Providing Professional Development for Teachers

Person Responsible

Bianca Williams

Schedule

On 6/5/2015

Evidence of Completion

Agendas, Sign-in sheets, MTSS documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

SIPPS Reading Intervention Program

Person Responsible

Bianca Williams


Schedule

On 6/5/2015


Evidence of Completion

FAIR-FS data MTSS documentation and data Student progress in the program Assessments

G5. 72 percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test. 1


 G037615

G5.B1 -A lack of student exposure to problem based learning -Students lack content knowledge from prior grades -Primary grade students often lack collaborative experiences 2

 B090404

G5.B1.S1 The Science Coach will model science-based lessons geared towards inquiry-based teaching and labs and provide opportunities for all grade levels to collaborate in problem based learning activities.

4

 S101172

Strategy Rationale

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

Action Step 1 5

Model inquiry-based lessons in the classroom

Person Responsible

Phalice Odom

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Action Step 2 5

STEM Night/ Science Fair with The Orlando Science Center

Person Responsible

Phalice Odom

Schedule

On 11/13/2014

Evidence of Completion

Parent Sign In Attendance

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

Inquiry based lesson modeling

Person Responsible

Phalice Odom

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Interactive Notebooks Teacher Led Conversations

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

Student outcomes from problem based learning lessons

Person Responsible

Phalice Odom

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthroughs Lesson Plans Teacher-led Conversations Monitor Interactive notebooks

G5.B1.S2 The Science coach will coordinate a STEM night for students and their families. 4

S111770

Strategy Rationale

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

Action Step 1 5

STEM Night/ Science Fair with Orlando Science Center

Person Responsible

Phalice Odom

Schedule

On 10/31/2014

Evidence of Completion

Parent Sign In sheets STEM Binder for District

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

Planning and Execution of Stem Night

Person Responsible

Phalice Odom

Schedule

On 10/31/2014

Evidence of Completion

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

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

Person Responsible

Schedule

Evidence of Completion

G6. We will decrease the number of students with twenty or more absences by 1%. 1

G037617

G6.B1 Elementary students are dependent upon on their parents/guardians to ensure that they come to school. Some parents do not understand the importance of their child attending school every day. 2

B090412

G6.B1.S4 EWS Meeting for families to educate about the importance of attendance in elementary school, how attendance affects performance, and how performance levels are changing with our new standards 4

S111612

Strategy Rationale

Parents need to know current data relevant to their child's performance at school and how attendance affects it.

Action Step 1 5

EWS Parent Information Meeting

Person Responsible

Lindsay Messner

Schedule

On 11/30/2014

Evidence of Completion

Sign in sheets, feedback forms

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

EWS Meetings with Leadership Team

Person Responsible

Heather Gelb

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, agendas, data spreadsheets, attendance meeting logs, student grades

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7

Person Responsible


Schedule

Evidence of Completion


G7. The goal is to reduce the number of bullying referrals that are written at school to zero. 1

 G037618

G7.B1 Unstructured time on the bus or on campus 2

 B090413

G7.B1.S1 Educate bus drivers about the school wide PBS system and encourage positive behaviors on the bus. Advertise the importance to parents about both the PTO and SAC meetings and what will be addressed at each. 4

 S101183

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Jennifer Ardizone

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

PBS training has taken place PTO and SAC meetings have occurred Bullying Committee Meeting has taken place

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

Track behavior referrals.

Person Responsible

Heather Gelb

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Documentation will be presented at PBS meetings and staff meetings.

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

Conduct a bullying survey

Person Responsible

Jennifer Ardizone

Schedule

On 6/5/2015

Evidence of Completion

Results of survey will be shared with staff and students on the school news.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	We will progress monitor through unit assessments, MobyMax assessments and FASTT Math and PENDA Learning usage. Students in the lowest 25% will be monitored by a leadership team member along with the classroom teacher.	Lees, Christina	8/18/2014	Unit assesments MobyMax assessments Florida Standards Assessment results	6/4/2015 biweekly
G2.B2.S1.A1	Provide trainings to teachers on how to incorporate thinking maps into daily math lessons.	Lees, Christina	8/18/2014	Authentic Student Work	6/4/2015 monthly
G2.B3.S1.A1	Teachers will use Teacher Perscription Pad to refer parents to the Parent Resource Room. Parent Resource Room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Velez.	Velez, Rose	8/18/2014	Student Work Florida Standards Assessment Unit Assessments	6/4/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Implementation of Junior Great Books for teachers in grades 3, 4 and 5	Crowley, Jennifer	8/18/2014	Professional Development sign-in sheets Classroom walk-throughs Weekly planning with grade levels	6/4/2015 annually
G5.B1.S1.A1	Model inquiry-based lessons in the classroom	Odom, Phalice	8/18/2014	Classroom Walkthroughs Lesson Plans Teacher-led Conversations Interactive notebooks to document student thought processes and comprehension	6/4/2015 weekly
G7.B1.S1.A1	Training the team about PBS and how it works throughout the school. Educate parents about PBS and how we are a bully free school.	Ardizone, Jennifer	8/18/2014	PBS training has taken place PTO and SAC meetings have occurred Bullying Committee Meeting has taken place	6/5/2015 annually
G6.B1.S4.A1	EWS Parent Information Meeting	Messner, Lindsay	11/1/2014	Sign in sheets, feedback forms	11/30/2014 one-time
G5.B1.S2.A1	STEM Night/ Science Fair with Orlando Science Center	Odom, Phalice	10/1/2014	Parent Sign In sheets STEM Binder for District	10/31/2014 one-time
G4.B1.S2.A1	Schedule training with Thinking Maps	Gelb, Heather	8/4/2014	Emails with company Confirmation emails District/Title I paperwork completed by attendees	8/29/2014 one-time
G4.B1.S3.A1	Implement DSC SIPPS program	Williams, Bianca	9/15/2014	agendas, sign-in sheets, MTSS documentation	6/5/2015 one-time
G1.B1.S1.A1	Plan BYOD trainings for teachers, students and families	Gelb, Heather	9/9/2014	fliers agendas sign-in sheets signed rules/regulations for program	10/22/2014 biweekly
G5.B1.S1.A2	STEM Night/ Science Fair with The Orlando Science Center	Odom, Phalice	11/10/2014	Parent Sign In Attendance	11/13/2014 one-time
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	All students will have opportunity to use a wireless device	Gelb, Heather	9/15/2014	Walk throughs TEAM evaluations Grant requirements Observations Teacher feed back and monitoring	6/5/2015 one-time
G1.B1.S1.MA1	Purchasing technology through the Gates Grant	Work, Michelle	9/2/2014	Bookkeeper paperwork Grant paperwork	6/5/2015 one-time
G2.MA1	Data will be gathered from unit assessments, MobyMax assessments, computer programs (PENDA Learning and FASTT Math), classroom walkthroughs,	Lees, Christina	8/18/2014	Retrieve data from MobyMax, PENDA Learning, and FASTT Math MobyMax Assessments Unit Assessments Classroom Walkthroughs Florida Standards Assessment Scores	6/4/2015 weekly
G2.B1.S1.MA1	Ensure teachers are looking at data collected from unit assessments, MobyMax and PENDA Learning and re-teaching as needed. Students should be re-assessed.	Lees, Christina	8/18/2014	The math coaches will meet with the teachers weekly to ensure assessments are being given, and computer programs are being used. The teachers will bring data to show that they have assessed and re-assessed as needed.	6/4/2015 one-time
G2.B1.S1.MA1	We will analyze MobyMax, PENDA, and FASTT Math data to monitor student progress. We will record unit assessment scores to analyze data within classes and across grade levels in order to determine remediation and acceleration groups.	Lees, Christina	8/18/2014	The evidence of completion will be the data pulled from unit assessments, MobyMax and PENDA Learning.	6/4/2015 biweekly
G2.B2.S1.MA1	Classroom walkthroughs to ensure teachers are implementing the use of thinking maps in math.	Lees, Christina	8/18/2014	Authentic Student Work Unit Assessment Grades	6/4/2015 weekly
G2.B2.S1.MA1	Model lessons to ensure teachers have a clear understanding of how to implement thinking maps into the classroom.	Lees, Christina	8/18/2014	Authentic Student Work Student grades	6/4/2015 monthly
G2.B3.S1.MA1	Parent Resource Room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Velez.	Velez, Rose	8/18/2014	Parent Surveys Attendance Sign in/out sheets	6/4/2015 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
G2.B3.S1.MA1	Parent Resource Room will open during school hours for parents to check out necessary materials for their child. ELL nights will be provided by Mrs. Velez. Teacher Prescription Pad information will be collected.	Velez, Rose	8/18/2014	Filed prescription sheets Sign in/out sheets	6/4/2015 weekly
G3.MA1	[no content entered]			once	
G4.MA1	Junior Great Books	Crowley, Jennifer	8/18/2014	Analyzing Published Products Analyzing FAIR-FS data Classroom Walk Throughs PLCs	6/4/2015 annually
G4.B1.S1.MA1	Junior Great Books	Crowley, Jennifer	8/18/2014	Reports from FAIR-FS Assessments Published Products and Tasks scores	6/4/2015 annually
G4.B1.S1.MA1	Junior Great Books	Crowley, Jennifer	8/18/2014	Lesson Plans Walk Throughs Published Products and Task scores	6/4/2015 monthly
G4.B1.S2.MA1	Teachers will use the Response to Literature models in their classrooms to increase achievement in written response to text.	Crowley, Jennifer	10/1/2014	Tests/Quizzes Published Products Data trends in classes and grade levels Writing Teacher Observations	6/5/2015 weekly
G4.B1.S2.MA1	Meeting with attendees and Principal to disseminate information received and develop a plan of action for providing professional development for teachers.	Williams, Bianca	9/22/2014	Calendar invites Notes Plan of Action Sign in sheets Agendas	9/22/2014 one-time
G4.B1.S3.MA1	SIPPS Reading Intervention Program	Williams, Bianca	9/15/2014	FAIR-FS data MTSS documentation and data Student progress in the program Assessments	6/5/2015 one-time
G4.B1.S3.MA1	Providing Professional Development for Teachers	Williams, Bianca	9/15/2014	Agendas, Sign-in sheets, MTSS documentation	6/5/2015 one-time
G5.MA1	Monitor instruction in classroom and look at data gathered from mini-achieves, lesson plans, PENDA reports, walk throughs throughout the year to make sure that we are progressing towards our goal of 77% of students scoring a level 3 or higher on the FCAT 2.0 Science Test.	Odom, Phalice	8/18/2014	Classroom Walkthroughs Lesson Plans LBA Mini Data Lesson Assessments FCAT 2.0 Scores LBA Assessments	6/4/2015 weekly
G5.B1.S1.MA1	Student outcomes from problem based learning lessons	Odom, Phalice	8/11/2014	Classroom Walkthroughs Lesson Plans Teacher-led Conversations Monitor Interactive notebooks	6/4/2015 weekly
G5.B1.S1.MA1	Inquiry based lesson modeling	Odom, Phalice	8/18/2014	Lesson Plans Interactive Notebooks Teacher Led Conversations	6/4/2015 weekly
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B1.S2.MA1	Planning and Execution of Stem Night	Odom, Phalice	10/1/2014	Title I Purchase Orders Flyers Call-Out System Photographs Stem Binder for District	10/31/2014 one-time
G6.MA1	Attendance meetings RtI meetings Home Visits Student and family interviews		Required paperwork for Attendance meetings Updated Attendance records Meetings with School Social Worker	once	
G6.B1.S4.MA1	[no content entered]			one-time	
G6.B1.S4.MA1	EWS Meetings with Leadership Team	Gelb, Heather	9/1/2014	Sign in sheets, agendas, data spreadsheets, attendance meeting logs, student grades	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.MA1	Monitor referrals	Gelb, Heather	8/18/2014	Documented in PBS report	6/5/2015 monthly
G7.B1.S1.MA1	Conduct a bullying survey	Ardizone, Jennifer	9/1/2014	Results of survey will be shared with staff and students on the school news.	6/5/2015 one-time
G7.B1.S1.MA1	Track behavior referrals.	Gelb, Heather	8/18/2014	Documentation will be presented at PBS meetings and staff meetings.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Every student in grades 4 and 5 will have a wireless device to utilize in our Bring Your Own Device (BYOD) program.

G1.B1 Some of our students do not own devices to bring to school, and do not know how to safely use them for educational purposes

G1.B1.S1 Utilize our Personalized Learning/Gates Grant to purchase additional technology to enable all students to have a device in their hands and provide professional development for our families so they know how to safely utilize this technology for educational purposes.

PD Opportunity 1

Plan BYOD trainings for teachers, students and families

Facilitator

ILS team from Lake County Schools

Participants

Fifth grade teachers, students and families

Schedule

Biweekly, from 9/9/2014 to 10/22/2014

G2. Sixty-nine percent of our students will score a level 3 or higher on the Florida Standards Assessment in math.

G2.B2 The students lack the necessary reading skills needed to break down word problems in the math curriculum.

G2.B2.S1 Teachers will use Thinking Maps to organize word problems. "Think Aloud" strategy will be implemented in the classroom to model how to read for understanding in a word problem. Students will participate in "accountable talk" to effectively solve word problems.

PD Opportunity 1

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

Facilitator

Christina Lees, Bianca Williams, Manuela Motyl, Ashlie Rogers

Participants

Instructional Personnel

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G4. 71 percent of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.

G4.B1 We have students performing below grade level, some of which are part of our ELL population, who lack vocabulary and background knowledge as well as basic foundational reading skills. These students are expected to think critically and answer higher order thinking questions in response to literature.

G4.B1.S1 Professional development on Junior Great Books for grades 3-5 and Junior Great Books materials

PD Opportunity 1

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

Facilitator

Bianca Williams, K-2 Literacy Coach Jennifer Crowley, 3-5 Literacy Coach

Participants

Instructional Teachers

Schedule

Annually, from 8/18/2014 to 6/4/2015

G4.B1.S2 Response to Literature Training for Coaches

PD Opportunity 1

Schedule training with Thinking Maps

Facilitator

Thinking Maps, Inc.

Participants

Jennifer Crowley, Literacy Coach Bianca Williams, Literacy Coach Lindsay Messner, CRT

Schedule

On 8/29/2014

G4.B1.S3 Developmental Studies Center SIPPS training for Literacy Coaches

PD Opportunity 1

Implement DSC SIPPS program

Facilitator

Developmental Studies Center

Participants

Literacy Coaches and Accelerated Coach

Schedule

On 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 4: 71 percent of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.	3,837
Goal 5: 72 percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.	4,156
Grand Total	7,993

Goal 4: 71 percent of our students will score a level 3 or higher on the Florida Standards Assessment in ELA.

Description	Source	Total
B1.S1.A1 - 3,117.00	Title I Part A	0
B1.S2.A1 - Thinking Maps Response to Literature	Title I Part A	3,600
B1.S3.A1 - DSC SIPPS Training	Title I Part A	237
Total Goal 4		3,837

Goal 5: 72 percent of our students will score a level 3 or higher on the 5th Grade FCAT 2.0. Science Test.

Description	Source	Total
B1.S1.A1 - Spiral notebooks (Interactive Science Notebooks) Interactive Notebook templates for K-2	Title I Part A	400
B1.S1.A2 - Parent Involvement: *Orlando Science Center 2 nights \$1327 *Science Fair Presentation Boards Grades K-5 \$ 65 *Refreshments 2 nights \$500 *	Title I Part A	1,892
B1.S1.A2 - (Science Fair Presentation Boards)	Title I Part A	0
B1.S2.A1 - Parent Involvement: *Orlando Science Center *Science Presentation Boards *Refreshments	Title I Part A	1,864
Total Goal 5		4,156