

Pinellas County Schools

Sawgrass Lake Elementary School



2022-23 Schoolwide Improvement Plan

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Sawgrass Lake Elementary School

1815 77TH AVE N, St Petersburg, FL 33702

http://www.sawgrass-es.pinellas.k12.fl.us

Demographics

Principal: Jessica Clements

Start Date for this Principal: 9/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (55%) 2020-21: (38%) 2018-19: C (53%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Sawgrass Lake Elementary is to educate, nurture, and inspire our students and staff to attain their goals each year to become lifelong learners, prepared for tomorrow's world

Provide the school's vision statement.

100% student success

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hill, Jessica	Principal	
Proctor, Phyeria	Assistant Principal	
Acklin, Erika	Instructional Media	
Blanco, Rachelle	Teacher, K-12	
Cooper, Karris	Instructional Coach	
Lightfoot, Amy	Instructional Coach	
Leech, Melissa	Guidance Counselor	
Maxon, Cheryl	Teacher, K-12	
Piazza, Marissa	Teacher, K-12	
Shane, William	Teacher, K-12	
Winsor, Heather	Behavior Specialist	

Demographic Information

Principal start date

Thursday 9/1/2016, Jessica Clements

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

600

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	90	108	108	90	88	66	0	0	0	0	0	0	0	550
Attendance below 90 percent	2	47	32	36	31	21	0	0	0	0	0	0	0	169
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	5	1	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	4	2	3	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	1	11	11	6	0	0	0	0	0	0	0	31

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 6/15/2022

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	90	96	85	68	98	90	0	0	0	0	0	0	0	527
Attendance below 90 percent	1	32	22	37	15	20	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	18	0	0	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	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	2	0	0	0	0	0	0	0	0	0	2

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	2	0	1	3	3	5	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	90	96	85	68	98	90	0	0	0	0	0	0	0	527
Attendance below 90 percent	1	32	22	37	15	20	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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	18	0	0	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	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	1	1	1	11	11	6	0	0	0	0	0	0	0	31

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	2	0	1	3	3	5	0	0	0	0	0	0	0	14
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%			44%			49%	54%	57%
ELA Learning Gains	57%			44%			61%	59%	58%
ELA Lowest 25th Percentile	55%			38%			44%	54%	53%
Math Achievement	59%			45%			60%	61%	63%
Math Learning Gains	63%			40%			73%	61%	62%
Math Lowest 25th Percentile	53%			14%			43%	48%	51%
Science Achievement	47%			44%			39%	53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	56%	-6%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	58%	56%	2%	58%	0%
Cohort Comparison		-50%				
05	2022					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	74%	64%	10%	64%	10%
Cohort Comparison		-50%				
05	2022					
	2019	63%	60%	3%	60%	3%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	54%	-15%	53%	-14%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	43	58	40	55	42	13				
ELL	36	65		64	71		42				
BLK	37	55	55	43	67	64	43				
HSP	38	60		50	57		50				
MUL	33			42							
WHT	59	54	40	69	63	50	51				
FRL	39	51	50	51	63	50	44				
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	30	36	45	31	23		20				
ELL	37	42		37	17		17				
BLK	35	50		37	32		29				
HSP	34	36		34	40		25				
MUL	38			38							
WHT	50	42	23	50	42		54				
FRL	38	40	38	38	37	13	42				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	34	31	35	57	44	14				
ELL	43	56	42	60	73	40	32				
BLK	28	54	70	44	63	36	18				
HSP	52	64	45	55	74	45	44				
MUL	71	91		82	100						
WHT	53	59	35	65	72	47	43				
FRL	42	58	50	55	67	39	30				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA- Increase was demonstrated for Gr. 3 and Gr. 5 in overall proficiency, learning gains and L25 learning gains.

There was a slight decrease in 4th grade overall proficiency.

Math- Increase was demonstrated across Gr. 3-5 in overall proficiency, learning gains and L25 learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA- 4th grade proficiency and Science achievement and Students with Disabilities

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

Strengthen ELA focus, utilize MTSS coaches to support individual teachers and provide coaching and modeling. Implement appropriate PD aligned to our needs and goals. Administration to ensure that instruction is focused and meet the needs of all students.

Clustering students- ESE, ELL, Gifted, utilizing all resources to support student learning. Co teach and collaborate with ESE and Gen Ed teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math

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

DreamBox push across grade levels- incentive program implemented, student recognition.
Increased focus on math instruction including small group instruction and tiered interventions.

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

Continue with our math strategies to increase growth.
Drill down ELA areas of focus based on greatest need

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.

ELA Professional development will be implemented in order to increase our proficiency. We will provide coaching support , structured PLC, and actionable feedback.

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

Professional development aligned to our goals.
Structured PLC's
MTSS coaching support
Actionable and timely feedback

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 FSA ELA assessment, our current level of proficiency is 49%. We expect our performance level to be 60% by June 2023 as measured by the new state assessment system.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students achieving ELA proficiency will increase from 49% to 60% as measured by the new state assessment system.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring, walk through feedback and data collection will be utilized to monitor the desired outcome.

Analyze new assessment data throughout the year to adjust instruction.

Person responsible for monitoring outcome:

Jessica Hill (hilljess@pcsb.org)

Gain a deep understanding of the BEST ELA standards as a non negotiable for improving student outcomes.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Utilize new 3-5 curricular materials to create a common foundation of standards aligned, rigorous expectations for all students.

Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to researched based principles.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To improve our current level of performance as measured by the new assessment system .

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Become familiar with the vertical progression and standards design in order to understand what students are expected to master.

Person Responsible Jessica Hill (hilljess@pcsb.org)

Provide all students with consistent opportunities to engage in complex, grade level content and activities aligned to the rigor of the standard/ benchmark.

Person Responsible Karris Cooper (cooperkar@pcsb.org)

Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.

Person Responsible Jessica Hill (hilljess@pcsb.org)

Prioritize engaging students in immense amounts of reading discussion and writing with feedback ensuring ample time is given to students to read and write appropriate grade level text, while applying foundational skills, with high quality feedback and opportunities to use that feedback.

Person Responsible

Amy Lightfoot (lightfoota@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of proficiency is 59% as evidenced by the 2022 FSA Math assessment. We expect our performance level to be at 65% by June 2023 as measured by the new state assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students achieving math proficiency will increase from 59% to 65% as measured by the new state assessment system by June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring data, walk through feedback and data collection will be utilized to monitor the desired outcome.

Person responsible for monitoring outcome:

Jessica Hill (hilljess@pcsb.org)

Gain a deep understanding of the Florida's BEST standards for mathematics as a non negotiable for improving student outcomes.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Develop a professional learning plan that results in improved practice and better student outcomes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To improve our current level of performance as measured by the new assessment system .

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and administrators engage in Just-in-Time Content PD to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLC's.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Our current level of proficiency is 47% as evidenced by 2022 Science NGSSS Assessment. We expect our performance to be at 60% by June 2023 as measured by the NGSSS Assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The percent of all students achieving science proficiency will increase from 47% to 60% as measured by the NGSSS assessment in 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Progress monitoring data, walkthrough feedback and data collection will be utilized to monitor the desired outcomes.

Person responsible for monitoring outcome: Phyteria Proctor (gomillionp@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles

Develop a professional learning plan that results in improved practice and better student outcomes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. To improve our current level of performance

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks), cumulating in a school science night.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The goal is to eliminate the academic gap between Black students and their non-Black peers. Our current level of performance, based on 2021-2022 MAP assessment, is 37% in ELA and 34% in math. In addition ESSA trend data has indicated that this subgroup is performing below the 41% threshold indicating a growth opportunity to build teacher capacity to better identify and meet individual student needs. We expect our performance level to be at 60% by June 2023 as measured by the new state assessment system.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of Black students scoring level 3 and above based on the 2023 new state assessment system will increase from 37% to 60% in ELA and 34% to 60% in math .

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Observations, walkthrough, and analysis of trend data will be used to monitor the progress of Black students.

Person

responsible for monitoring outcome:

Phyteria Proctor (gomillionp@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- *Implement highly engaging strategies that reach a diverse group of learners, such as cooperative and small group settings, music and movement, explicit vocabulary instruction, and monitoring with feedback.
- *Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.
- *Ensure black students are participating in extended learning.
- *Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If every school-based expert serves as an ambassador and supports the academic, social-emotional and behavioral needs of each and every Black student, then the gap between Black and non-Black students would be minimized or eliminated.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide targeted professional development and additional coaching to teachers on on implementing highly engaging strategies to increase engagement in rigorous instruction and increase the percent of proficient students.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Support teachers in purposeful planning that addresses highly engaging instruction and materials. Continue to improve the RP process, implement circles across campus and use of affective language.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Conduct walkthroughs with focus on implementation of highly engaging strategies that reach a diverse group of learners.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

Designate intentional time for teachers to do observations in other classrooms (specifically our model classroom) to observe highly engaging practices that support a diverse group of learners.

Person Responsible Phyteria Proctor (gomillionp@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of proficiency for our SWD is 40% proficiency in math and 18% proficiency in ELA as measured by the 2022 FSA Math and ELA assessment.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students achieving ELA proficiency will increase from 18% to 50% as measured by the new state assessment system.

The percent of ESE students achieving math proficiency will increase from 40% to 50% as measured by the new state assessment system.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring data, walkthrough feedback and data collection will be utilized to monitor the desired outcome.

Person responsible for monitoring outcome:

Jessica Clements (clements@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Create a schedule that maximizes ESE student participation in the LRE.
 Instruct students with disabilities in foundation skills necessary to engage in rigorous grade level content.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To increase the proficiency of our ESE students in ELA and Math utilizing standards based curriculum and engage all students in rigorous tasks.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide embedded PD and coaching supports centered around utilizing data to drive instruction.

Person Responsible

Jessica Clements (clements@pcsb.org)

Ensure the ESE teachers receive on going PD aligned to implementing standards-based instruction

Person Responsible

Phyteria Proctor (gomillionp@pcsb.org)

Implement a process for placing students of ESE in master schedule first in order to optimize service delivery and focus on a clustering process to meet student needs.

Person Responsible

Phyteria Proctor (gomillionp@pcsb.org)

Provide time for gen ed and ESE staff to collaborate and co-plan on developing SDI that meets the needs of students

Person Responsible

Jessica Clements (clements@pcsb.org)

Create a climate where IEPs are adjusted as needed based on the data and needs of students to maximize the SDI based on skill deficits or improvements so that regular and purposeful adjustments can be made

Person Responsible

Heather Winsor (winsorh@pcsb.org)

#6. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The goal is to eliminate the academic gap between multiracial students and their peers. Our current level of performance, based on 2021-2022 FSA assessment, is 33% in ELA and 42% in math. In addition ESSA trend data has indicated that this subgroup is performing below the 41% threshold indicating a growth opportunity to build teacher capacity to better identify and meet individual student needs. We expect our performance level to be at 60% by June 2023 as measured by the new state assessment system.

Measurable

Outcome:

State the specific measurable

outcome the school plans to achieve. This should be a data based, objective outcome.

To increase the ELA and Math performance of our multi racial students as measured by the new state assessment system in June 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Observations, walkthrough, and analysis of trend data will be used to monitor the progress of multiracial students

Person

responsible for monitoring outcome:

Jessica Clements (clements@pcsb.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Implement highly engaging strategies that reach a diverse group of learners, such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

*Ensure staff has access to real-time data specific to multiracial students in order to have effective data chats and targeted support for improved learning.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To eliminate the gap between multiracial student and non multiracial students

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide targeted professional development and additional coaching to teachers on on implementing highly engaging strategies to increase engagement in rigorous instruction and increase the percent of proficient students.

Person Responsible Phytheria Proctor (gomillionp@pcsb.org)

Support teachers in purposeful planning that addresses highly engaging instruction and materials.

Person Responsible Jessica Clements (clements@pcsb.org)

Designate intentional time for teachers to do observations in other classrooms (specifically our model classroom) to observe highly engaging practices that support a diverse group of learners.

Person Responsible Jessica Clements (clements@pcsb.org)

Conduct walkthroughs with focus on implementation of highly engaging strategies that reach a diverse group of learners.

Person Responsible Phytheria Proctor (gomillionp@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Gain a deep understanding go the B.E.S.T Standards as a non-negotiable for improving student outcomes.

Kindergarten scholars that are not on track for the level 3 or above on the statewide standardized ELA assessment is 48%

First grade scholars that are not on track for the level 3 or above on the statewide standardized ELA assessment is 63%

Second grade scholars that are not on track for the level 3 or above on the statewide standardized ELA assessment is 47%

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Gain a deep understanding of the B.E.S.T Standards as a non-negotiable for improving student outcomes.

Third grade scholars that are below level 3 on the statewide, standardized ELA assessment is 46%
Fourth grade scholars that are below level 3 on the statewide, standardized ELA assessment is 60%
Fifth grade scholars that are below level 3 on the statewide, standardized ELA assessment is 50%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Last year, 53% of students in K-2 scored below proficiency on Spring MAP ELA. Our goal is for 60% of students in grades K-2 to be on track to pass the ELA FAST.

Grades 3-5: Measureable Outcome(s)

Proficiency in ELA will increase to 60% as measured by module assessments, district provided benchmark assessments, formative and summative assessments.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The ILT will conduct walk throughs of the classrooms and provide timely feedback to the teachers. Data chats will occur in a timely manner in order to make data driven decisions in the classroom. Coaching cycles will occur based on teacher interest and for the whom that data shows a need for improvement. Data charts will come from module assessments, district provided benchmark assessments, formative and summative assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hill, Jessica, hilljess@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data chats to assess district and state assessments in a timely manner.

Data driven decision making, derived from data chats

Coaching Cycles

Professional Development

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on MAP and FSA data there is a majority of scholars in the K-5 are not proficiency in ELA. These practices are researched and and proven to increase proficiency.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence based practices that are impacting student achievement with the entire staff.	Hill, Jessica, hilljess@pcsb.org
Provide regular structures for planning/PLC's where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Data analysis protocols will be implemented to analyze various assessments.	Hill, Jessica, hilljess@pcsb.org
Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction and frequent monitoring progress to ameliorate gaps early.	Cooper, Karris, cooperkar@pcsb.org
Ensure teachers have a clear understanding of the K-2 BEST ELA standards	Cooper, Karris, cooperkar@pcsb.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

We will foster a positive school culture and environment through strong and clear communication, positive relationships with staff, students, parents and our school community and teamwork. Sawgrass will make a consistent effort to communicate our vision, mission and core beliefs in each and every one of our students through our words and actions.

In an effort to further build a positive culture with our parents we will look for innovative ways to provide events to our families in need of flexible scheduling. We will offer Meet the Teacher, Open House/Annual Title 1 Meeting, Reading Under the Stars, Curriculum Night (formally FSA night), Ready, Set, Kindergarten Night, Science Night, SAC meetings, PTA meetings, and School Tours.

Each year we review our compact and Parent and Family Engagement Plan (PFEP). Parent input is essential to this process. Our Title I Annual Parent Meeting and Back to School Night will be held August 2022. During this meeting we will discuss the Parent's Right to Know, What is Title I, the 2022-2023 Title 1 budget, the importance of parental involvement, curriculum and assessments.

Additionally, our staff will build their capacity by participating in professional development that will provide them with highly engaging strategies to reach a diverse group of learners. We also coordinate

with other federal programs such as VPK, IDEA, and Title 1.

We will communicate with parents via school messenger, student agendas, hard copies of materials, Peach Jar, e-mails, FOCUS, TEAMS, our marquee, school website, Facebook, and Class Dojo. We will make every reasonable effort to provide our parents with information in an understandable language and format.

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

Administration and all staff will promote a positive culture by mentoring, encouraging communication with all stakeholders, and monitoring feedback from families. They will also support the PBIS process to ensure equity and fair practices.

Students will promote a positive culture by following our Guidelines to Success and demonstrating a commitment to strong character traits. They will be encouraged to report any issues to support the "See Something, Say Something" program to keep themselves and others safe.

Families will promote a positive culture by attending Meet-the-Teacher, Open House and school events for their children. They will abide by the Sawgrass uniform policy and attendance guidelines. They will communicate with the teachers and administration to help improve the overall success of the school.

Business and community members will play a part with promoting a positive culture by supporting student and school needs by volunteering, mentoring, supporting the mission and vision of the school, participating in the Great American Teach-in, and becoming PTA/SAC members.