

School Improvement Plan

2015-2016

Sawgrass Lake Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Sawgrass Lake Elementary	Principal's First Name Jean	Principal's Last Name Charles-Marks
School Advisory Council Chair's First Name Watkins	School Advisory Council Chair's Last Name Janeen	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your 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 as they become life-long learners prepared for tomorrow's world.

SCHOOL ENVIRONMENT

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

Sawgrass Lake has a Multicultural Committee that meets regularly to discuss students' cultures and how we can best meet their needs.

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

Sawgrass Lake has developed a Crisis plan that deals with student safety. We also have a bullying plan in place to allow all students to feel safe and respected at all times on campus. Sawgrass has implemented a School Wide Behavior Plan focusing on 3 key rules: Respect, Responsibility and Safety. Students who display these qualities will earn tickets for their class. When classes earn specific amounts, they are rewarded. Sawgrass uses a common language throughout the campus, in all areas of the school. Signs are posted in key areas to remind students of the expectations in those areas (bathrooms, media center, hallways, cafeteria).

Describe the school wide 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 Lake has developed a School Wide Behavior Plan that focuses on positive behaviors in all areas of the school. Students are given tickets and classes are rewarded for following school wide rules. Training for our SWBP will be given to staff during preschool trainings. Students will be identified through the behavior call log and office discipline referrals and placed in our "Check-In, Check-Out" program. African American students will be identified with a needs assessment with input from classroom teacher and support staff for this program and paired with a staff partner.

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 Lake has a full time Guidance Counselor that works to meet the social-emotional needs of all students on campus.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jean	Charles-Marks	Administration
Janeen	Watkins	Teacher
Rachelle	Blanco	Teacher
Marquetta	Rich	Support
Harriette	Bauford	Support
Maria	Rosario	Support
Michelle	Mason	Parent
Vickie	Cote	Parent
Kimberly	Beal	Parent
Dalila	Ray	Parent
Jessa	Paoli	Parent
Gary	Meister	Parent
Julie	Shaw	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Approved

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

SIP were used to support the initiatives taken to implement professional development in the Florida Standards.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Members of the SAC assisted in the development and writing of the SIP.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Sawgrass Lake Elementary SAC will monitor the implementation of the School Improvement Plan. SAC will assist in educating families about the Florida Standards. They will monitor family involvement activities for alignment

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP funds will support the initiatives taken to implement professional development in the Florida Standards

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Jean	Last Name Charles-Marks	Email Address charles-marksj@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 19	# of Years at Current School 16
Certifications (if applicable) Educational Leadership			

ASSISTANT PRINCIPAL #1

First Name Richard	Last Name Knight	Email Address knightri@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 3
Certifications (if applicable) Educational Leadership			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I **CURRENT SCHOOL STATUS**

Section D **Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 63

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 50

% reading endorsed: 15

% with advanced degrees: 38

% National Board Certified: 6

% first-year teachers: 1

% with 1-5 years of experience: 20

% with 6-14 years of experience: 36

% with 15 or more years of experience: 45

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Positions posted, highly qualified staff meet and interview candidates, thorough background, work history, conduct, and education.

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

Teachers participate in weekly PLC's where all grade levels meet in the library to plan with their grade as well as meet with other grade levels.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All teachers new to Sawgrass are paired with an experienced teacher in the same grade level as a mentor teacher. New teachers are supported by colleagues at weekly PLC meetings.

PART I **CURRENT SCHOOL STATUS**

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The SBLT will analyze data in order to identify student achievement trends and groups in need of intervention. The team makes decisions that determine the allocation of school resources. All school resources (personnel, materials, curriculum, etc.) are used to support the achievement of all students as outlined in the School Improvement Plan.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Jean	Charles-Marks	Principal
Melissa	Leech	Guidance Counselor
Cassandra	Turgeon	School Psychologist
Kama	Conrad	School Social Worker
Anne	Lopez	Behavior Specialist
Ann	Lewis	Media Specialist
Lorol	Brackx	MTSS/RTI Coach
Richard	Knight	Assistant Principal

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The SBLT will meet every three weeks on Friday at 1:00pm. The team will review and analyze data from the School wide assessments to make decisions regarding curriculum, instruction, group and individual interventions. The team will also develop a resource map of interventions and strategies currently available at Sawgrass Lake Elementary. The team will also be responsible for training the staff in the implementation of MTSS.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Grade level formative and summative assessments, running records and FAIR will be reviewed throughout the year to determine students in need of intervention.

The team will also compile a data base of students in the Tier 2 and Tier 3 levels of support.

Frequency of ongoing progress monitoring-Tier 2-Every 2 weeks, Tier 3 every week

Performance Matters, EDS, and PMRN will be used to monitor students' achievement with core curriculum.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The staff at Sawgrass Lake Elementary receives ongoing training on MTSS at staff meetings and grade level PLC meetings. Our SBLT will provide individual guidance for those teachers that need assistance. In addition; teachers will develop a behavior management plan that includes positive behavior supports.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

District curriculum, weekly PLC's and walkthroughs ensure core instructional programs are aligned to Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your 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 Lake uses core instructional programs and curriculum guides provided by the district. Teachers have taken professional development on Florida Standards.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

ELP

Minutes added to the school year: 9,000

What is/are the strategy's purpose(s) and rationale(s)?

To extend the learning day and provide additional instruction for students to provide additional assistance to struggling students and additional learning for students who are high performing.

Provide a description of the strategy below.

Provide after school support to all students at Sawgrass Lake Elementary.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected will be based on the program being used. Students receiving additional assistance will have data based on their need during the course such as Running Records and Comprehension skills. Students who are high performing will have data based on the subject being taught at the time. The effectiveness will be determined based on the results of the data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principal, Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

STEM

Minutes added to the school year: 9,000

What is/are the strategy's purpose(s) and rationale(s)?

o extend the learning day and provide additional instruction for students to provide additional assistance to and additional learning for students who are high performing.

Provide a description of the strategy below.

3rd, 4th and 5th grade students will have the opportunity to participate in after school STEM program.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected will be based on the program being used. Students who are high performing or in the STEM program will have data based on the subject being taught at the time. The effectiveness will be determined based on the results of the data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principal, Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Computer Lab

Minutes added to the school year: 9,000

What is/are the strategy's purpose(s) and rationale(s)?

To provide additional time for students to have access to computers to practice keyboard skills and use ST Math and iStation.

Provide a description of the strategy below.

Students will be in the computer lab after school to allow access to computers.

How is data collected and analyzed to determine the effectiveness of this strategy?

ST Math and iStation data will be collected via the website.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principal, Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

Florida Standards Prep

Minutes added to the school year: 5,000

What is/are the strategy's purpose(s) and rationale(s)?

To provide students with additional information and strategies to be successful on the FSA.

Provide a description of the strategy below.

Students will be in small groups, after school, working on FSA strategies with grade level teachers.

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre, Mid, and Post Tests will be given.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Assistant Principal, Principal

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

.- Teachers meet with other grade levels to discuss needs and students are prepared for the upcoming grade level by using the information that is gathered during these meetings.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Jean	Charles-Marks	Principal	charles-marksj@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Richard	Knight	Assistant Principal	knightri@pcsb.org
Erika	Acklin	Teacher	ackline@pcsb.org
Ann	Lewis	Media Specialist	lewisa@pcsb.org
Krista	Kelleher	VE Teacher	kelleherk@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Team meets bi-monthly as a subgroup of school-wide LLC.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Reviewing data and monitoring reading scores and strategies used in classrooms.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.4		70

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.9		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57.1	29	70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	29	70

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38.7		70

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71		75

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41.7		70

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.5		70

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.6		70

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	59.8		85
Black/African American	42.6		71
Hispanic	57.8		69
Asian	80		85
American Indian			
English Language Learners (ELLs)	12		61
Students with Disabilities (SWDs)	12.5		60
Economically Disadvantaged	47.6		73

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Students in grades 3-5 will improve their level of performance on the state assessment from 58% meeting or exceeding expectation (on the FCAT) to 70% meeting or exceeding expectation on the 2015-2016 Florida State Assessment through the use of researched based curriculum, rigorous assignments and high yield strategies to increase scores. Progress will be monitored through the use of ELA, FAIR, 3rd grade portfolio assessments and classroom formative assessments. ELA, FAIR and 3rd grade portfolio assessments will be given based on the district calendar. Classroom formative assessments will be given on a biweekly basis. Progress will be monitored and reviewed by the SBLT team.

Create a mentoring and monitoring system to decrease the achievement gap between black and non-black students. Black students are assigned to a mentor who will communicate with the classroom teacher and meet with the students once a week on Fridays. Classroom teachers will use a Marzano 4 tier scale to monitor student performance. Goals are created by the student and mentor to specifically

Identify actions that create school success. An example would be class assignments done on time with a scale of three. The results of the student's scales will be recorded over time and compared at MTSS meetings.

Provide possible data sources to measure your reading goal.

Florida State Assessments (FSA), formative assessments, running records, goal setting scales, Istation data, common assessment data,

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Following the specifications of the District Created Module and specifically teaching and reviewing the Learning Goals. Posting learning goals with "I Can..." statements. Daily use of Scales and Rubrics.	Model from District Created Module
Action 2	Plan to Implement Action 2
LLC training, planning and implementation; DBQ strategy implementation;; Increase technology in classrooms (SMART Boards, Computers, iPads)	Reviewing posted Learning Goals (I can-Florida Standards Language), use of Istation, FSAssessments and keyboarding skills.
Action 3	Plan to Implement Action 3
LLC training, planning and implementation; DBQ strategy implementation	See above
Action 4	Plan to Implement Action 4
Teacher's College Reading and Writing project for Language Arts instruction K-5	Model from District Created Module

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56.6		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	20	70

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

• To increase the percentage of students scoring 3.5 or above from 56.6% to 70% on the Florida State Assessment. We will use rubrics,

provided by the district, as a model, and grade levels will develop lesson and genre specific rubrics to evaluate classroom writing samples throughout all content areas on a routine basis.

Provide possible data sources to measure your writing goal.

- Weekly writing notebook quantity and quality checks
- Bi-weekly prompted assessments
- Pre and Post Tests
- Exit Tickets
- Common Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will be trained in effective instructional techniques for teaching writing	Provide time for teachers to train with district writing coach in effective instructional techniques for teaching writing
Action 2	Plan to Implement Action 2
Provide in-class support during writing instruction time	Provide in-class modeling and coaching on a bi-weekly basis with District writing coach during writing instruction time as well as keyboarding skills.
Action 3	Plan to Implement Action 3
Train all teachers in the use of scales and rubrics in scoring writing.	Encourage all teachers to district trainings on scoring writing; Increase technology in classrooms (SMART Boards, Computers, iPads)
Action 4	Plan to Implement Action 4
Provide time for all teachers to study student writing work together	Provide time for all teachers to study student work together with a district writing coach

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.3		70

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.6		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14.3	43	70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	29	70

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.1		70

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
48		70

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	64.1		76
Black/African American	37.7		70
Hispanic	48.9		70
Asian	90		89
American Indian			
English Language Learners (ELLs)	16		70
Students with Disabilities (SWDs)	26.1		70
Economically Disadvantaged	49		70

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Students in grades 3-5 will improve their level of performance on the state assessment from 59% meeting or exceeding expectation (on the FCAT) to 70% meeting or exceeding expectation on the 2015-2016 Florida State Assessment through the use of researched based curriculum, rigorous assignments and high yield strategies to increase scores. Progress will be monitored through the use of Math Common Assessments and classroom formative assessments. Math Common Assessments will be given based on the district calendar. Classroom formative assessments will be given at the end of each unit. Progress will be monitored and reviewed by the SBLT team. All African American students will be taught a goal setting protocol for monitoring their achievement through the use of our monitored-mentoring program. All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.

Provide possible data sources to measure your mathematics goal.

District Common Assessments, ST Math, FSA Results, formative assessment

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Set and communicate a purpose for learning and learning goals in each lesson	Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide

Action 2	Plan to Implement Action 2
Increase technology in classrooms (SMART Boards, Computers, iPads)	Use of ST Math, Think Central and the use of FSAssessments.org and CPALMS
Action 3	Plan to Implement Action 3
Increase instructional rigor	Determine lesson includes a learning goal/essential question, Use of Just In Time Training
Action 4	Plan to Implement Action 4
Differentiate instruction through the use of Soar to Success, Go Math intervention kits and ST Math (through intervention	Determine lesson includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.9	28	70

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.9	18	70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		70

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Students in grades 3-5 will improve their level of performance on the state assessment from 41% meeting or exceeding expectation (on the FCAT) to 70% meeting or exceeding expectation on the 2015-2016 Science FCAT through the use of researched based curriculum, rigorous assignments and high yield strategies to increase scores. Progress will be monitored through the use of Science Common Assessments and classroom formative assessments. Science Common Assessments will be given based on the district calendar. Classroom formative assessments will be given on a biweekly basis. Progress will be monitored and reviewed by the SBLT team. The use of the Science Lab in Grades 3, 4 and 5 will be monitored. All African American students will be taught a goal setting protocol for monitoring their achievement through the use of our monitored-mentoring program. All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.

Provide possible data sources to measure your science goal.

District Science Common Assessments, Science FCAT Results, Science Lab Post Test Results, SLAGS

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Set and communicate a purpose for learning and learning goals in each lesson	Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide
Action 2	Plan to Implement Action 2
Implement High Yield Instructional Strategies; Increase technology in classrooms (SMART Boards, Computers, iPads)	Determine lesson begins with a discussion of desired outcomes and learning goals
Action 3	Plan to Implement Action 3
Increase instructional rigor	Determine lesson includes a learning goal/essential question
Action 4	Plan to Implement Action 4
Differentiate instruction	Determine lesson includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.9	28	70

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.9	18	70

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Our goal is to increase the number of students participating in the STEM program by adding an additional after-school STEM class for third grade.
 Our goal is to increase the number of level 4 and level 5 students on the 2016 Science FCAT 2.0 by 10%.

Provide possible data sources to measure your STEM goal.

Student enrollment, student attendance, Science common assessment data, STEM resources and assessments, Science FCAT 2.0 data.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increase enrollment	Send home STEM flyers to all third, fourth and fifth grade families. Send home a School Messenger about STEM. Place flyer on the website.
Action 2	Plan to Implement Action 2

Consistent attendance	Daily attendance will be taken, students will be motivated through positive reward system for attending all STEM classes.
Action 3	Plan to Implement Action 3
STEM lessons that correlate to Science FCAT 2.0	STEM teachers will use lessons created by the STEM program and PCS Science curriculum during STEM classes.
Action 4	Plan to Implement Action 4
Ongoing Formative Assessments	Students will be given formative assessments 3 times (beginning, middle and end) with district STEM assessment as a culminating task.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		15	10
Grade 1		27	10
Grade 2		23	10
Grade 3		26	10
Grade 4		19	10
Grade 5		20	10

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		16.5	5
Grade 1		21.5	5
Grade 2		11.8	5
Grade 3		9.2	5
Grade 4		15.4	5
Grade 5		4.5	3

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	1	0
Grade 1	1	0	0
Grade 2	.5	2	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	1	.5	0
Grade 4	1	2	0
Grade 5	1	.5	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	.3	0
Grade 4	.3	.4	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	.5	0
Grade 2	0	0	0
Grade 3	0	.5	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	.3	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	.5	0
Grade 4	0	.5	0
Grade 5	0	0	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	2	0
Grade 2	0	0	0
Grade 3	5	3	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	12		5
Grade 4	9		5
Grade 5	8.5		5

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	2	0
Grade 2	0	0	0
Grade 3	5	3	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	3	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		5.4	3
Grade 3	3.3	3.5	2
Grade 4		16.5	7
Grade 5		20.9	10

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Jan Richardson's Guided Reading Routine
 Small Group Instruction
 ST Math
 LLI
 iStation
 Words their Way
 Sundance Comprehension Strategies Kit
 Scholastic Reading Skills Kit

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
All African American students will be taught a goal setting protocol in ELA for monitoring their achievement through the use of our monitored-mentoring program. All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.	42.6		70
All African American students will be taught a goal setting protocol in Math for monitoring their achievement through the use of our monitored-mentoring program. All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.	37.7		70

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

On average, at least one (1) parental engagement opportunity is offered per month. Approximate attendance rates range from 25% - 75% - depending on the event offered. Approximately 5% of parents participate in parent engagement opportunities (i.e. classroom volunteer, field trip chaperone, volunteer at a PTA/school-sponsored event).

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Sawgrass Lake Continues to build relationships with parents through our after school programs. We keep our parents informed through the use of School Messenger, Monthly Newsletters and our school marquee

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our Family and Community person works with volunteers and the community to develop relationships. Staff members reach out to local businesses for visits and donations.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	58	66	83

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	Inconsistent interpretation of curriculum and grade level curriculum gaps.
Topic, Focus, and Content	Language Arts: Common Core Standards 1 & 10. Mathematics: Standards & Practices. Science: Integrating through language arts curriculum. Language Arts: Common Core Standards 1 & 10. Mathematics: Standards & Practices. Science: Integrating through language arts curriculum. Language Arts: Common Core Standards 1 & 10. Mathematics: Standards & Practices. Science: Integrating through language arts curriculum.
Facilitator or Leader	ELA: Acklin, Lewis, Kelleher Math: Ludeker, Knight, Devlin Science: Shane, Knight
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade Level PLC's
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	On Going
Strategies for Follow-Up and Monitoring	PLC observation and minutes, analyzing student data
Person Responsible for Monitoring	Principal, Assistant Principal

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title I funds and SIP funds will be used based on the needs of the students for the 2015-2016 school year. Funds will be allocated based on student and staff needs.

MEETING STUDENT NEEDS - 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.

S.I.P. Budget at \$5.00 per student and Title I funds- School Leadership will use meetings to determine needs of the school with ideas coming from the staff to allocate SIP funds.

PART V**BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	See Title I Budget
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

PART VI**MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	<input type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

