

Sawgrass ES (3401)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2017 - 2018)	A
Title 1 School	Yes
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC Schedule	Monday Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/28/2018 - 5/10/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2016-2017						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	165	16.40	0.00	0.00	10.30	1.80
01	221	9.00	0.00	0.00	10.90	2.30
02	194	6.20	0.00	0.00	14.90	1.50
03	197	11.20	0.00	0.00	14.70	2.00
04	169	9.50	0.60	0.00	15.40	2.40
05	177	12.40	0.60	0.00	15.80	4.00

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

Sawgrass Elem will address the early warning indicator identified for the 2017-2018 school year on the percent of students in Level 1 in ELA or Math. We are implementing the following intervention strategies to improve academic performance with the use of Quarterly Data Chats, Small group push-in and pull out support, the RtI process, and iReady and online reading and math program.

Reading and Math interventions/strategies vary from grade-level to grade-level, based on analysis of diagnostic tests, and/or pre-identified as indicators of students in need,

such as the District-level criteria outlined in Policy 6000.1, classroom observations, and other classroom assessments. Students with high-risk indicators are monitored through the RtI process in order to address both academic and social-emotional needs.

Strategies:

Differentiated instruction; additional ½ hour of reading intervention instruction outside of literacy instruction block; peer tutoring; pull-out small groups with literacy coaches; afterschool

book club; academic camps in both reading and math; high school Book Buddies; Latinos in Action Mentor Group; Summer Reading Incentive Program;

Home access to

reading and math technology

Reading:

Grade 1, Grade 2: LLI

Grade 3 - Phonics for Reading, Quick Reads, Journeys Write-In Readers

Grade 4-5 – LLI, Journeys Write In Readers, Quick Reads, Just Words, N ewswela

Math:

Kindergarten- hands-on activities based on student needs; Math Journals, Reflex math

Grade 1-5 – Go Math Reteach, Go Math Intensive, Go Math Strategic Lessons; Math Journals, Reflex Math

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 3/29/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
12-12-2018-Agenda.docx	December	Monitored	12/12/2018
december-A+-meeting-sign-in-sheet-guests-and-members.pdf	December	A+ Funds	12/12/2018
12-5-2018-Agenda.docx	December	A+ Funds	12/12/2018
Nov-14-2018-minutes.docx	November	A+ Funds	12/12/2018
9-12-18-agenda.docx	December	Monitored	12/12/2018
November-SAC-sign-In-Sheets-(Members-&Guests).pdf	November	A+ Funds	12/4/2018
SAC-Minutes-10.10.18-(1).docx	October	Monitored	11/16/2018
Nov-14-2018-Agenda.docx	November	A+ Funds	11/14/2018
SAC-composition-report.docx	October	None	11/7/2018
SAF-bylaws.doc	October	SAF ByLaws	10/25/2018
Oct.-signin-sheet-BOTH-members-and-gues.pdf	October	Monitored	10/24/2018
Sept.-SAC-signin-both-Guest-and-Members.pdf	October	None	10/24/2018
August-SAC-Sign-In.pdf	October	None	10/24/2018
Attendance-10-10-18.pdf	October	Monitored	10/22/2018
Attendance-9-12-18.pdf	October	None	10/22/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-8.22.18-(1).docx	October	SAF ByLaws	10/20/2018
Attendance-9-12-18.pdf	October	None	10/10/2018
10-10-18-agenda.pdf	October	Monitored	10/10/2018
SAC-Minutes-9.12.18.docx	October	None	10/10/2018
8-22-18-agenda.docx	October	None	10/10/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/14/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	445	42 of 118	-445	63	125

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

For the 2018-2019 school year, our focus is to continue to improve student achievement in the area of Math as well as growing in the amount of students that score proficient in math. Our focus within math is not just improving the amount of students in grades 3-5 that score proficient on the FSA, but as well as improving and shrinking our lowest 25% percentile. When looking specifically at the reading data, the trend shows that across the board our weakest area comes within comprehension for reading and fluency for math. As a leadership team, it was decided that this would be our school wide focus since when looking at the data math has made the smallest amount of gains. We believed as a leadership team that having the school wide focus be math, it would allow for a variety of learning both at the student level and the professional level as well.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

During the 2018-2019 school year, we will have a variety of different best practices being implemented to improve teaching and learning to increase our reading data in the SES Band. Throughout the entire school we have implemented a fact fluency challenge. This allows us to go back to the basics for building the foundation for math concepts to be laid.

Not only are we focused on improving our fact fluency across the board, we are also working on utilizing small group instruction for math to be able to remediate and reteach those standards that are not being mastered. Besides a variety of computer based programs to help increase performance, we are focusing our PLCs in math as well. Having teachers conduct their PLC in math allows the teachers to see specifically where as a grade level they had their defecate and then grade levels are able to collaborate together to find ways to successfully implement those math standards and strategies in the classroom for all levels.

Describe in detail how the BEST Practice(s) will be scaled-up.

Throughout the school year, there will be a variety of ways in how our BEST practices will be scaled up. First off, teachers will be expected to submit quarterly progress monitoring tests to their lowest 25% in math. Additionally each month we conduct a item analysis on the standards that are being assessed and are able to create a focus within the classroom on how to remediate those standards either as a whole group or in small group. Teachers will additionally have quarterly data chats with their lowest 25% and continue to track their students progress on both chapter assessments, progress monitoring assessment and within our fact fluency challenges.

PLC groups will be implemented focusing on a variety of math standards. Within the PLCs teachers will be highly encouraged to conduct coaching cycles to support the content and data discussed at the PLCs. An administrator or Coach will attend each PLC in grades 3-5, to monitor that teachers collaborate and share their best practices.

What specific school-level progress monitoring data is collected and how often?

Currently for the 2018-2019 school year we have a variety of ways we collect and monitor student data. Every month for both reading and math, students take a progress monitoring assessment wherer then the teachers are required to upload student scores to the one drive where the leadership team and other grade level members are able to share and talk about best practices for what worked and what did not work. Additionally, teachers meet with the leadership team monthly to discuss student data and any trends they are starting to notice.

How does the school ensure the fidelity of students not progressing towards school and district goals?

To ensure the fidelity of students not progressing towards the school and district goals we provide a wide range of resources. This school year we were able to add on a Math Resource teacher who is able to both pull out and push in support to classrooms with students not progressing towards the school and district goals. On top of push in/pull out support and RtI we additionally open our ELO enrichment camp for those struggling students in either the lowest 30% or those who are ELL students.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers use the UDL Process to plan instruction in tier PLC's. Teacher have been availed the Test Specifications for each standard and use this infraction to determine rigor and the necessary scaffolding steps needed to assist our most struggling learners make progress. Teacher are also provided ongoing support throughout the school in several areas by both the Literacy Coach and outside trainers brought in to provide robust professional development.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Every month for both reading and math, students take a progress monitoring assessment where the teachers are required to upload student scores to the one drive. This data is used to drive conversations about data and specific misconceptions when teaching selected standards. The overall goal is regularly reflect on data and teaching in order to effect Tier 1 instruction.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The school makes available all core programs in each content area. Additionally, each teacher has received training on how to access and use resources found in the new Canvas course created by the Elementary Learning Department which has enabled staff to access even more resources with the additional support they may need already built in to the Canvas Course

The school and district have invested in a guided reading book room and other supplemental resources such as Scholastic Story Works, i-Ready LAFS books and interactive read aloud texts. While all of these resources are critical in implementing a sound balanced literacy program the training and support ours teacher receive in the areas of balanced literacy are even more important to the implementation of a balanced literacy culture in each classroom.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group math training	Ms. delSol	10/26/2018	Elementary Math Dept. / Small Group Training	Title 1 Substitutes
ELO camp, small guided reading groups, RtI	Moriama Del Sol; Assistant Principal & Michelle Amento; Reading Coach	5/9/2019		Title 1 Funds

BPIE FILES

File Name	Uploaded Date
BPIE_2018.pdf	12/5/2018