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 (2014 - 2015)	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 Schdules	Thursday	2nd, 4th	9/29/2016 - 4/28/2017	2:00 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: 2014-2015				
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	189	12.70	0.53	--	--	0.00
01	177	13.56	0.00	--	--	0.00
02	175	6.29	0.57	--	--	0.57
03	194	8.25	0.00	--	16.80	1.55
04	162	11.11	0.62	--	28.90	4.32
05	154	8.44	0.00	--	30.90	1.95

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

Early Warning Systems

Sawgrass Elem will address the early warning indicator identified for the 2015-2016 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 the Sawgrass ELO afterschool camp in reading, 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; after-school 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, Newsela

Math:
Kindergarten- hands-on activities based on student needs; Math Journals, First in Math
Grade 1-5 – Go Math Reteach, Go Math Intensive, Go Math Strategic Lessons; Math Journals, First in Math, Tenmarks

RtI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd	9/14/2016 - 6/7/2017	8:00 AM - 2:00 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	4.58
Governance and Leadership	4.37
Teaching and Assessing for Learning	4.36
Resources and Support Systems	4.41
Using Results for Continuous Improvement	4.37

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

To increase student achievement, we are implementing: 1) Science instruction integrated into content areas (interdisciplinary lessons) 2) Full implementation of Common Core/ Florida State Standards 3) School wide implementation of resources/programs: Wordly Wise/ Sitton Spell/ CDs/Frequent Monitoring of Student Progress 4) 30 minute intervention / enrichment time 5) LLIfor struggling students who are slightly below grade level (15 grades) 6) AAP (excellerated classes for gifted and high achieveing students K5)

EVIDENCE/ARTIFACTS

File Name	Standards & Indicator	Upload Date
Team Minutes Template 2014-15.docx	**Standard 1:** Purpose and Direction (1.4)	9/20/2016
Mission_Statement.pdf	**Standard 1:** Purpose and Direction (1.1, 1.2)	9/20/2016
Staff_Handbook_2016.pdf	**Standard 1:** Purpose and Direction (1.3)	9/20/2016
Mission_Statement.pdf	**Standard 1:** Purpose and Direction (1.1, 1.2)	9/20/2016
Mission_Statement.pdf	**Standard 1:** Purpose and Direction (1.1, 1.2)	9/20/2016
Staff_Handbook_2016.pdf	**Standard 1:** Purpose and Direction (1.3)	9/20/2016
Team Minutes Template 2014-15.docx	**Standard 1:** Purpose and Direction (1.4)	9/20/2016
3401_teacher_evaluations.xls	**Standard 2:** Governance and Leadership (2.6)	9/20/2016
Accreditation	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
3401_Training_110314.pdf	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
Accreditation_Plan.pdf	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
Self_Assessment_2016.pdf	**Standard 2:** Governance and Leadership (2.3)	9/20/2016
Sawgrass-BEST_CARE.docx	**Standard 2:** Governance and Leadership (2.2)	9/20/2016
Accreditation_Plan.pdf	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
3401_Training_110314.pdf	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
Accreditation	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
Sawgrass-BEST_CARE.docx	**Standard 2:** Governance and Leadership (2.2)	9/20/2016
Self_Assessment_2016.pdf	**Standard 2:** Governance and Leadership (2.3)	9/20/2016
Accreditation	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016

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3401_Training_110314.pdf	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
Accreditation_Plan.pdf	**Standard 2:** Governance and Leadership (2.1, 2.4, 2.5) **Standards Training**	9/20/2016
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3401_teacher_evaluations.xls	**Standard 2:** Governance and Leadership (2.6)	9/20/2016
December15-Newsletter.pdf	**Standard 3:** Teaching and Assessing for Learning (3.5)	9/20/2016
2014-2015 Parent survey	**Standard 3:** Teaching and Assessing for Learning (3.12)	9/20/2016
3401_ScienceProgress042115-(1).xlsx	**Standard 3:** Teaching and Assessing for Learning (3.2)	9/20/2016
December-Team-Leader-Meeting.pdf	**Standard 3:** Teaching and Assessing for Learning (3.6)	9/20/2016
STEM-Family-Night-16.pdf	**Standard 3:** Teaching and Assessing for Learning (3.8)	9/20/2016
Rigor-Walk.pdf	**Standard 3:** Teaching and Assessing for Learning (3.1)	9/20/2016
NESS-Agendas.pdf	**Standard 3:** Teaching and Assessing for Learning (3.7) **Standard 4:** Resources and Support Systems (4.1)	9/20/2016
Dollar-Bill-Soup-Lab.docx	**Standard 3:** Teaching and Assessing for Learning (3.3)	9/20/2016
PLC-Schedule-2015.docx	**Standard 3:** Teaching and Assessing for Learning (3.11)	9/20/2016
Sept.-Staff-Newsletter-9.1-to-9.12.doc	**Standard 3:** Teaching and Assessing for Learning (3.4)	9/20/2016
3401_02052016_SC.P.13-Learning-Scale.pdf	**Standard 3:** Teaching and Assessing for Learning (3.10)	9/20/2016
Copy-of-Schedule-8-21-15.xls	**Standard 3:** Teaching and Assessing for Learning (3.9)	9/20/2016
Rigor-Walk.pdf	**Standard 3:** Teaching and Assessing for Learning (3.1)	9/20/2016
3401_ScienceProgress042115-(1).xlsx	**Standard 3:** Teaching and Assessing for Learning (3.2)	9/20/2016
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2014-2015 Parent survey	**Standard 3:** Teaching and Assessing for Learning (3.12)	9/20/2016
Writing-calendar_2106.pdf	**Standard 4:** Resources and Support Systems (4.4)	9/20/2016
Holiday-Showcase.pdf	**Standard 4:** Resources and Support Systems (4.4)	9/20/2016
image1.JPG	**Standard 4:** Resources and Support Systems (4.3)	9/20/2016
hour-of-code.png	**Standard 4:** Resources and Support Systems (4.5)	9/20/2016
IMG_1061.JPG	**Standard 4:** Resources and Support Systems (4.7)	9/20/2016
Class-Schedule.docx	**Standard 4:** Resources and Support Systems (4.2)	9/20/2016

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NESS-Agendas.pdf	**Standard 3:** Teaching and Assessing for Learning (3.7) **Standard 4:** Resources and Support Systems (4.1)	9/20/2016
Copy-of-TeacherAssistant-2015-2016.xls	**Standard 4:** Resources and Support Systems (4.6)	9/20/2016
NESS-Agendas.pdf	**Standard 3:** Teaching and Assessing for Learning (3.7) **Standard 4:** Resources and Support Systems (4.1)	9/20/2016
Class-Schedule.docx	**Standard 4:** Resources and Support Systems (4.2)	9/20/2016
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Copy-of-TeacherAssistant-2015-2016.xls	**Standard 4:** Resources and Support Systems (4.6)	9/20/2016
IMG_1061.JPG	**Standard 4:** Resources and Support Systems (4.7)	9/20/2016
Admin-Level-Meeting.pdf	**Standard 5:** Using Results for Continuous (5.5)	9/20/2016
Sample_Baseline_Data_2016.pdf	**Standard 5:** Using Results for Continuous (5.2, 5.3)	9/20/2016
Teacher & Student Data Chat Schedule	**Standard 5:** Using Results for Continuous (5.4)	9/20/2016
Sawgrass Testing Schedule	**Standard 5:** Using Results for Continuous (5.1)	9/20/2016
Sawgrass Testing Schedule	**Standard 5:** Using Results for Continuous (5.1)	9/20/2016
Sample_Baseline_Data_2016.pdf	**Standard 5:** Using Results for Continuous (5.2, 5.3)	9/20/2016
Sample_Baseline_Data_2016.pdf	**Standard 5:** Using Results for Continuous (5.2, 5.3)	9/20/2016
Teacher & Student Data Chat Schedule	**Standard 5:** Using Results for Continuous (5.4)	9/20/2016
Admin-Level-Meeting.pdf	**Standard 5:** Using Results for Continuous (5.5)	9/20/2016
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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
11-09-16-attendance.pdf	November	None	12/2/2016
10-19-16-attendance.pdf	October	None	12/2/2016
9-14-16-Attendance.pdf	December	None	12/2/2016
11-9-16-SAC-agenda.docx	November	None	12/2/2016
10-19-16-SAC-agenda.docx	October	None	12/2/2016
9-14-16-SAC-agenda.docx	December	None	12/2/2016
SAC-ByLaws-2016-2017.pdf	November	ByLaws	12/2/2016
11-9-16-SAC-minutes.docx	November	None	12/2/2016
10-19-16-SAC-minutes.docx	October	None	12/2/2016
9-14-16-SAC-minutes.docx	December	None	12/2/2016
SAC-meeting-dates.docx	September	A+ Funds	9/28/2016

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	355	112 of 137	2	108	216

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 2016-2017 school year, our focus for improving student achievement is in the area of 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 math data, the trend shows that across the board our weakest area comes within geometry and measurement. As a leadership team, it was decided that this would be our school wide focus since when looking at the data math took the largest hit in points lost. 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 2016-2017 school year, we will have a variety of different best practices being implemented to improve teaching and learning to increase our math data in the SES Band. Throughout the entire school we have implemented the online program First In Math. First in Math is a program that benefits students at all levels being able to differentiate for students who need practice on their basic skills, to having students who are at and above level solve complex word problems with multi-step problems. Focusing still on the different technology infused programs, school-wide students use I-Ready as a way to not only catch up on standards they are low in, but teachers are also expected to assign specific lessons based on areas the child is low in math in the classroom. Being able to differentiate allows teachers to assign one standard but on the grade level that is fit for that student. Besides a variety of computer based programs to help increase performance, we are focusing our PLCs for grades 4th and 5th in math. Having teachers conduct their PLC in math allows the teachers to see specifically where as a grade level they had theirdefecate 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. Lastly, from September through November several different math professional development sessions will be offered at the school to provide a variety of different workshops to the teachers to help increase performance.

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 through I-Ready. Teachers will additionally have quarerly data chats with their lowest 25% and continue to track their students based on their I-Ready data.

For those who attend the math professional development trainings, the leadership team will do walkthroughs to see what strategies and skills have been implemented since the training.

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.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group push-in support	Teresa Alvarez	6/8/2017	Dr. Latour and Kathy Tobon	$5,000.00
ELO After school camp	Michelle Amento	6/1/2017	Small Group Instruction and LLI Training	$8,000.00

BPIE FILES

File Name	Uploaded Date
BPIE_2015.pdf	12/2/2016