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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Sawgrass Lake Elementary School 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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Stephanie Blackman

Position Title

Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of School Improvement Plan .

Leadership Team Member #2

Employee's Name

Jessica McMahon

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports execution, monitoring and implementation process of School Improvement Plan.

Leadership Team Member #3

Employee's Name

Amy Lightfoot

Position Title

MTSS ELA Coach

Job Duties and Responsibilities

Supports the school-wide implementation of the MTSS process. Guides the leadership team in the facilitation and implementation of a Multi-Tiered System of Supports (MTSS) at the school and/or district level.

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for student achievement.

Leadership Team Member #4

Employee's Name

Melissa Ludeker

Position Title

MTSS Math Coach

Job Duties and Responsibilities

Supports the school-wide implementation of the MTSS process. Guides the leadership team in the facilitation and implementation of a Multi-Tiered System of Supports (MTSS) at the school and/or district level.

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted Math program in response to intervention needed for student achievement.

Leadership Team Member #5

Employee's Name

Kayla Batdorf

Position Title

Library-Media Technology Specialist

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for student achievement.

Leadership Team Member #6

Employee's Name

Heather Winsor

Position Title

Behavior Specialist

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Provides interventions to students to support the teaching of the behavioral process and to maximize learning and adjustment.

Leadership Team Member #7

Employee's Name

Melissa Leech

Position Title

School Counselor

Job Duties and Responsibilities

Promotes student success while providing preventive services, and responding to identified student needs through the implementation of a comprehensive school counseling program that addresses academic, personal and social development for all students.

Leadership Team Member #8

Employee's Name

Ruth "Lori" Pierce

Position Title

Psychologist

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of

psychological services.

Leadership Team Member #9

Employee's Name

Beth Jacobsen

Position Title

Social Worker

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a landed and coordinated program of psychological services.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Grade level teams completed a SIP Data Problem Solving worksheet to provide input based on their data.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP is monitored for effective implementation through ongoing progress monitoring and data review. Based on this information, our instructional strategies are revised to ensure we are meeting the needs of our students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	55.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	1	29	34	28	32	20				144
One or more suspensions	1	1	1	1	0	2				6
Course failure in English Language Arts (ELA)	0	0	0	4	1	1				6
Course failure in Math	0	0	0	3	4	0				7
Level 1 on statewide ELA assessment	0	0	0	2	6	17				25
Level 1 on statewide Math assessment	0	0	0	2	12	15				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	2						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	2	12					14

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	3	9	11				27

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	3	0	0				4
Students retained two or more times	0	0	0	1	0	1				2

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		38	29	35	14	16				132
One or more suspensions		2	1		1	1				5
Course failure in ELA				7		2				9
Course failure in Math				5	3	2				10
Level 1 on statewide ELA assessment				3	22	21				46
Level 1 on statewide Math assessment				1	18	20				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				1						2

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	6	11	11				31

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				4						4
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	58			43	54	53	49	55	56
ELA Grade 3 Achievement **	57			48	54	53			
ELA Learning Gains	64						57		
ELA Learning Gains Lowest 25%	53						55		
Math Achievement *	60			53	61	59	59	51	50
Math Learning Gains	52						63		
Math Learning Gains Lowest 25%	38						53		
Science Achievement *	54			45	62	54	47	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	52			59	64	59	56		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	512
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	54%	55%	41%		54%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	52%	No		
Black/African American Students	40%	Yes	2	
Hispanic Students	57%	No		
Multiracial Students	68%	No		
White Students	62%	No		
Economically Disadvantaged Students	52%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	4	1
English Language Learners	59%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	62%	No		
Multiracial Students	50%	No		
White Students	60%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	56%	No		
Native American Students				
Asian Students				
Black/African American Students	52%	No		
Hispanic Students	50%	No		
Multiracial Students	38%	Yes	1	
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	57%	64%	53%	60%	52%	38%	54%					52%
Students With Disabilities	36%	50%	52%	56%	30%	31%	24%	18%					70%
English Language Learners	43%	36%	61%	55%	53%	43%							76%
Black/African American Students	46%	36%	55%	46%	36%	42%	44%	11%					
Hispanic Students	56%	63%	70%	60%	58%	46%	36%	47%					77%
Multiracial Students	65%				71%								
White Students	64%	68%	68%	47%	74%	62%	30%	78%					71%
Economically Disadvantaged Students	52%	49%	60%	47%	54%	49%	34%	42%					77%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%	48%			53%			45%					59%
Students With Disabilities	18%	28%			23%			9%					
English Language Learners	39%	54%			61%								83%
Black/African American Students	31%	45%			31%			29%					
Hispanic Students	44%	61%			58%								83%
Multiracial Students	50%				50%								
White Students	50%	45%			63%			52%					88%
Economically Disadvantaged Students	38%	44%			49%			39%					81%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	49%		57%	55%	59%	63%	53%	47%					56%
Students With Disabilities	18%		43%	58%	40%	55%	42%	13%					
English Language Learners	36%		65%		64%	71%		42%					56%
Native American Students													
Asian Students													
Black/African American Students	37%		55%	55%	43%	67%	64%	43%					
Hispanic Students	38%		60%		50%	57%		50%					43%
Multiracial Students	33%				42%								
Pacific Islander Students													
White Students	59%		54%	40%	69%	63%	50%	51%					67%
Economically Disadvantaged Students	39%		51%	50%	51%	63%	50%	44%					56%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

ELA- pulling small groups by various staff members based on PM2 data.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

L25 Students in Mathematics specifically. Students entering their grade level significantly behind. Lack of PD for resource teachers using the BIG-M to support small group math instruction.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

L25 Students in Mathematics. Students entering their grade level significantly behind. Lack of PD for resource teachers using the BIG-M to support small group math instruction.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA, Specifically the 4th grade cohort. Student entering 4th grade significantly below, lack of foundational understanding, exposure, and stamina.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

Students scoring a Level 1 on ELA FAST

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Small group instruction focused on Math L25s

ELA and Science Proficiency

Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 FAST ELA assessment, our current level of proficiency is 58%. We expect our performance level to be 70% by June 2025 as measured by the FAST PM 3 assessment in June 2025.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall proficiency will increase to 70% by June 2025 as measured by PM3 FAST.

Grade 3 proficiency will increase to 70% as measured by PM3 FAST.

L25 students will increase from 50% to 60% in learning gains as measure by PM3 FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Walkthrough with feedback, exit tickets, module assessments, progress monitoring will be used to reach the desired outcome. Module Assessment Data will be analyzed throughout the year to adjust instruction as needed.

Person responsible for monitoring outcome

Stephanie Blackman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Academic Discourse Writing to learn

Rationale:

Providing students with many opportunities to engage in rigorous reading and writing across content areas will help increase ELA proficiency. It is important for teachers to provide students with intentional and specific feedback for students to be able to utilize to revise their thinking. Scaffolded and differentiated instruction will support the learning of all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small group, Differentiated Instruction

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Research-based small group instruction with fidelity targeted toward L25 during defined intervention block including district provided Accelerated Learning Plans (3-5) and Flamingo (K-2).

Action Step #2

Standards Based Planning

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitated lesson planning using B.E.S.T. Benchmarks.

Action Step #3

Pop-up Small Groups

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

District Provided Pop-up small group instruction during core instruction.

Action Step #4

ELA Champion

Person Monitoring:

ELA Champions

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Attend ELA Champion meetings three times a year and bring the information back to the team.

Action Step #5

Vertical Articulation

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning using a vertical articulation of the B.E.S.T. benchmarks.

Action Step #6

Academic Discourse

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase opportunity for collaborative group work with academic discourse

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency is 60% as evidenced by the 2024 FAST Mathematics assessment. We expect our performance level to be at 70% by June 2025 as measured by the FAST PM 3 Math Assessment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students achieving math proficiency will increase from 60% to 70% as measured by the FAST PM 3 Assessment by June 2025.

L25 students will increase from 33% to 60% in learning gains as measured by PM3 FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Analyze Topic/Benchmark data to plan for differentiated small group instruction

Walkthrough during small group differentiated instruction and provide feedback with a focus on L25 students.

Person responsible for monitoring outcome

Stephanie Blackman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction-Benchmark Based Math Centers during Math Intervention Block using the BIG-M Tiered Strategies for Support.

Rationale:

Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. Effective teaching of mathematics establishes clear, appropriate and attainable goals based on student data for the mathematics the students are learning, situates goals within learning progressions, and uses the goals to inform instructional decisions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Standards Based Planning

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Engage in Collaborative Planning (during or before school) utilizing the BEST instructional Guide to Mathematics (BIG-M) to facilitate ongoing math topics planning.

Action Step #2

Small group, Differentiated Instruction

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Plan for small groups to address gaps in foundational learning skills based on student data.

Action Step #3

Dreambox Champion

Person Monitoring:

Dreambox Champion

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attend Dreambox Champion meetings as well as roll out trainings and share information with staff.

Action Step #4

Vertical Articulation

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning using a vertical articulation of the BEST benchmarks.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency is 54% as evidenced by the 2024 Science FSASS Assessment. We expect our performance level to be at 65% by June 2025 as measured by the SSA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students achieving science proficiency will increase from 54% to 65% as measured by the SSA by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will monitor their student’s data using the Science Formative Assessments Checks, 4th and 5th Grade Mid-Year Formative Assessments. Progress monitoring based on unit assessments and walkthrough feedback. Exit tickets will be utilized to monitor the desired outcome.

Person responsible for monitoring outcome

Stephanie Blackman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Deepen the understanding of Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes.

Rationale:

It is important for teachers to have a clear understanding of the learning goals that are aligned to the FSASS. Reviewing data and activating prior knowledge allows teachers to scaffold new benchmarks into previous learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Standards Based Planning

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Actively participate in Collaborative Planning (during or before school) to clarify benchmarks and content within the standards by synthesizing the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Science Vocabulary

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Engage students regularly with Science Power Words across the campus, by asking students to draw picture, scavenger hunts, and discussions, etc.

Action Step #3

Analyze Data

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Analyze assessment data/exit tickets to pinpoint gaps in foundational knowledge to target during science instructional block.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year 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 2023-2024 FAST ELA and Math data assessment, is 47% in ELA and 35% in Math. We expect our performance level to be at 60% in June 2025 as measured by the FAST Assessment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To increase proficiency in ELA and Math for African American students. Our ELA performance will increase from 47% to 60% proficient. Our Math performance will increase from 35% to 60% proficient.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Stephanie Blackman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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.

Rationale:

To improve proficiency in ELA and Math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Stephanie Blackman

By When/Frequency:

as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Standards Based Planning

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Morning Meetings

Person Monitoring:

Stephanie Blackman

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue to improve the RP process, implement morning meetings and circles across campus and use the use of affective language.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency for our SWD is 35% in ELA and 28% in Math as measured by the 2024 FAST assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To increase proficiency in ELA and Math for our students with disabilities.

ELA will increase from 35% to 60%

Math will increase from 28% to 65%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Stephanie Blackman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

To increase the proficiency of our SWD in ELA and Math by utilizing benchmark-based curriculum and engage all students in rigorous tasks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Stephanie Blackman

By When/Frequency:

as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide embedded PD and coaching supports centered around utilizing data to drive instruction. BIG-M for Tiered Strategies for Support and Accelerated Learning Plans for Small Group Instruction.

Action Step #2

Clustering for Master Schedule

Person Monitoring:

Jessica McMahon

By When/Frequency:

Summer 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Collaborative Planning

Person Monitoring:

Stephanie Blackman

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide time for General Education teachers and ESE staff to collaborate and co-plan on developing SDI that meets the needs of students.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency for our ELL Students is 36% in ELA and 50% in Math as measured by the 2024 FAST assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To increase proficiency in ELA and Math for our ELL Students.

ELA will increase from 36% to 60%

Math will increase from 50% to 65%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Stephanie Blackman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas.

Rationale:

To increase the proficiency of our ELL students in ELA and Math by utilizing effective and systemic implementation of research-based and evidence-based strategies will lead to improved student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Stephanie Blackman

By When/Frequency:

as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Oral Language

Person Monitoring:

Stephanie Blackman

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide designated time to develop English oral language proficiency (as part of Tier 1 core instruction, even if students are receiving Tiers 2 or 3 interventions).

Action Step #3

Comprehension Strategies

Person Monitoring:

Stephanie Blackman

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teach explicit comprehension strategies to assist students in accessing content, while they are developing English proficiency.

Action Step #4

Collaboration

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide time for General Education teachers and ELL staff to collaborate and co-plan on developing instruction that meets the needs of students.

Action Step #5

Academic Vocabulary

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teach high-utility academic words and word-learning strategies.

Action Step #6

Small Group, Differentiated Instruction

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide targeted small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs who have intensive needs.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by

ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

60% or more 1st grade students will score above the 40th percentile on STAR Reading.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Ongoing progress monitoring will occur in PLCs in collaboration with coaches, administration and the teachers.

Person responsible for monitoring outcome

Amy Lightfoot

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provides print rich, explicit, systematic, and scaffolded instruction Teach students to decode words, analyze word parts, and recognize words Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary Provide instruction in broad oral language skills Teach students how to use reading comprehension strategies Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

Provides print rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabets,

fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership

Person Monitoring:

Stephanie Blackman

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection

Action Step #2

Literacy Coaching

Person Monitoring:

Stephanie Blackman

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

Action Step #3

Assessment

Person Monitoring:

Stephanie Blackman

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

Action Step #4

Professional

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

Action Step #5**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At the end of the 2023/2024 school year, our risk ratio for Black/African American students office discipline referrals (ODR) was 1.95 as measured by the Early Warning Systems in the Data Analytics Dashboard. The gap is occurring because of lack of consistency in the implementation of Tier I PBIS. Through the continued implementation and monitoring of our school-wide Tier I PBIS and Restorative Practices. The School Based Leadership Team (SBLT) will review monthly school-wide

implementation findings for staff implementation of Tier I PBIS and Restorative Practices.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At the end of the 2024/2025 school year our risk ratio for Black/African American students for office discipline referrals (ODR) will be reduced from 1.95 to 1.0 or below as measured by the Early Warning Systems in the Data Analytics Dashboard.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Analyze call log, incident reports, and office discipline referral data to adjust Tier I PBIS Implementation.

Person responsible for monitoring outcome

Jessica McMahon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Support and strengthen staff ability to use Tier I PBIS/Restorative Practices and approaches to create conditions for success.

Rationale:

Building meaningful relationships between students and adults.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Increase Engagement

Person Monitoring:

Stephanie Blackman

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement AVID strategies to build relational capacity and increase engagement of diverse learners. Encourage continued implementation morning meetings and community building circles promote a

positive school/classroom climate by fostering learning environments.

Action Step #2

PBIS/Restorative Practices

Person Monitoring:

Jessica McMahon

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-wide trainings on PBIS/Restorative Practices. Monitor and support staff for implementation with fidelity.

Action Step #3

Analyze Data

Person Monitoring:

SBLT

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SBLT will review and monitor student and teacher data on a quarterly basis to identify trends and next steps. Provide opportunities to share data with staff and collect faculty input quarterly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP is disseminated to all stakeholders through our family events: Open House, Meet the Teacher, PTA and SAC Meetings. Additionally, our SIP is shared via school newsletter and school information center located in our front office.

<https://www.pcsb.org/sawgrass-es>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Sawgrass Lake plans to build positive relationships with all families through out family engagement events. Each event is designed to support a specific need depending on the timing of the event:

Literacy, Kindergarten Readiness, STEM, Test Prep.

Additionally, each teacher conducts parent/teacher conferences, to ensure parents are informed of their child's progress and how to help at home.

<https://www.pcsb.org/sawgrass-es>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

The school intends on ensuring that all academic times is accounted for by monitoring transitions and reducing time spent on non-academic time, ensure our master schedule is aligned to support the needs of all students and maximize instruction through an enriched and accelerated curriculum.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The administrative team has calendared out all district used assessments to plan for intentional data analysis. We will review standards that the identified students have missed. Teachers will create review and reteach small group plans. Coaches will be assigned to support areas of need. Ongoing MTSS meetings will be held to identify students in need of proceeding through the Rtl process as well as classrooms where there may be a tier 1 issue. Regular walk throughs will be used to monitor as well.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

African American students were the only subgroup to fall below 41%. We are funding MTSS coaches to support the continuous growth of our staff and to help monitor students. The assistant principal and principal will be responsible for weekly data analysis PLCs with teachers which will drive the work in the classroom with teachers supporting African American students in small group. Targeted students will also be invited to before/after school tutoring to help close the gap.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00