

Seminole County Public Schools

# Sabal Point Elementary School



2016-17 Schoolwide Improvement Plan

## Sabal Point Elementary School

960 WEKIVA SPRINGS RD, Longwood, FL 32779

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0581>

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | No                            | 34%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 38%   |

### School Grades History

| Year  | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A       | A*      | A       | A       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Sabal Point Elementary School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Sabal Point Elementary School is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

##### b. Provide the school's vision statement.

Our vision is that children leave school with:

A set of moral values -- honesty, integrity and good judgement.

A complement of basic skills -- linguistic, mathematical, scientific, artistic, physical and social.

An inquiring and discriminating mind and a desire for knowledge.

Strong self-esteem and high personal expectation.

Tolerance and respect for others.

We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

#### 2. School Environment

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

Sabal Point learns about students and their families by providing opportunities for the community to interact with the school with PTA events, school sponsored family fun nights, curriculum nights, the annual Teach-in event and teacher- parent conferences.

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

Teachers and staff provide the framework for Positive Behavior Support (PBS) during and after school. Students are taught the Sabal Point expectations for public areas, auditorium, cafeteria, playground and hallways. The positive behavior award system provides an opportunity for teachers and staff to recognize students who reach these high expectations.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Positive Behavior System (PBS) includes clear behavioral expectations for common areas including the auditorium, cafeteria, hallways and playground. A ticket-based system is used to motivate and reward appropriate student behavior in the common areas and in the classroom to encourage engagement during instructional time. Discipline forms are recorded in the school information system and teachers maintain records of parent contact and classroom consequences.

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Through our referral process to the school guidance counselor and social worker students are identified that may need additional emotional support through either internal or external support systems.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

| Indicator                       | Grade Level |   |   |    |    |    |   |   |   |   |    |    | Total |    |
|---------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
|                                 | K           | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Attendance below 90 percent     | 5           | 4 | 3 | 2  | 6  | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 26 |
| One or more suspensions         | 0           | 0 | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     |    |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     |    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 14 | 23 | 15 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 52 |

##### The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator                                  | Grade Level |    |    |    |    |    |   |   |   |   |    |    | Total |    |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|----|
|  | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students exhibiting two or more indicators | 8           | 15 | 18 | 12 | 17 | 15 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 85 |

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

At Sabal Point Elementary, students who are identified by the early warning system are tracked using a data wall to identify areas of need. Administration meets one on one with all teachers to develop strategies and plans to support these students. Additionally, teachers collectively discuss the needs of all students within the grade level through the PLC process and identify targeted deficiencies and ways to differentiate instruction to meet the needs of the students in the grade level. The school leadership team meets weekly to discuss students in the MTSS process, the needs of students identified by the early warning system, and ways to support teachers to improve instruction. The leadership team also personally follows up with students who have missed 5 or more days of school to establish and maintain relationships with students and families to provide support for improved attendance.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

##### 2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:



| Name              | Title               |
|-------------------|---------------------|
| Langdon, Tina     | Principal           |
| Gustafson, Tracey | Assistant Principal |
| King, Sally       | Instructional Coach |
| Olvey, Maura      | Instructional Coach |

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The MTSS Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments might be adjusted to increase student proficiency. Dialogue focuses on the instructional needs of the students and changes which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency they receive Tier II interventions using more targeted interventions such as small group/ individual assistance or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, the student would be referred for Tier III and possible testing for special education services. The MTSS Team also functions to facilitate decisions related to establishing expectations for behaviors and procedures. Students who experience continued difficulty with management of their own behavior will receive appropriate consequences according to the Seminole County Student Code of Discipline within their individual classrooms. Students with repeated discipline infractions requiring administrative involvement will be considered Tier II and brought to the MTSS Team for review and consideration of additional interventions. The MTSS Team will work with the school psychologist, social worker and school board nurse if the case requires their resources. Parent involvement will be critical. If the child fails to improve their behavior within a period of time, then the student would be referred for Tier III and possible testing for special education.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Sabal Point Elementary School will coordinate Supplemental Academic Instruction funds to provide intervention for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Julie Bee        | Teacher                    |
| Eunice Padilla   | Education Support Employee |
| Cindy Brown      | Teacher                    |
| Natalie Thompson | Parent                     |
| Julie Hamilton   | Parent                     |
| Nan Koskosky     | Teacher                    |
| Tina Langdon     | Principal                  |
| Angela Sander    | Parent                     |
| Randy Perry      | Parent                     |
| Kristina Rudez   | Parent                     |
| Shanaha Oni      | Parent                     |

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The SAC team will review the previous school improvement plan at a monthly meeting and discuss the goals that were met as well as the school's testing data for the 2015-2016 school year.

*b. Development of this school improvement plan*

The SAC is involved in the development of the school improvement plan with regard to school goals and parental involvement goals for the upcoming school year.

*c. Preparation of the school's annual budget and plan*

The SAC reviews the school and PTA activities on a monthly basis and is asked for input and suggestions. The SAC reviews the current testing data in reading and math on a quarterly basis. Presentations are planned throughout the year with topics to include common core, reading, math, robotics, and instructional technology.

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

The SAC approved the use of school improvement funds to be used toward professional development for teachers to collaborate on the Florida Standards and implementation of blended learning. SAC funds in the amount of \$1020 were used to purchase the book From Master Teacher to Master Learner. The teachers participated in a book study using this book. SAC funds in the amount of \$1300 were used to pay for substitutes for teachers to participate in 1/2 days PD sessions on common planning, PLCs, high yield strategies, the Florida standards and rigor.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name              | Title               |
|-------------------|---------------------|
| Gustafson, Tracey | Assistant Principal |
| King, Sally       | Instructional Coach |
| Langdon, Tina     | Principal           |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives of the LLT for the 2015-2016 school year will be Reading and Math learning gains, writing, and unpacking the Florida Standards to ensure teachers are implementing the standards using high yield strategies from the SCPS Instructional Model and rigorous questioning techniques according to Bloom's Taxonomy. Additionally, the LLT will focus on increasing student proficiency in Science.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

The leadership team will ensure that teachers have the time and support necessary to work in effective professional learning communities where teachers will analyze data from common assessments and plan instruction. During PLC's teachers will develop lessons that will ensure students receive targeted instruction in all subject areas including intervention and enrichment times.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the

school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Teachers collect academic data through observations, class assignments and student projects. Ongoing progress monitoring results from Formative Assessment Design, Scholastic Reading Inventory and writing prompts. Parent conferences regarding MTSS academic and behavior concerns are held regularly to keep parents informed of student achievement level and tier placement. Students needing additional support in reading and math work with resource teachers in small groups based on their ability level. High performing students are clustered in classes with an accelerated math and reading curriculum.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: Summer Program**

**Minutes added to school year: 4,950**

Third grade students who score a level 1 or 2 on the FSA will attend Summer Learning Camp 15 days for 5.5 hours a day. Reading Street Benchmark materials will be used for all Level 1 Third Grade students. Intermediate students that attend SLC will have an emphasis on reading strategies across the curriculum. ESSS and ELL remediation strategies will be incorporated according to IEP/LEP goals.

Appropriate accommodations for students with disabilities will be based on the individual needs of each student as documented on the IEP or 504 Accommodation Plan.

**Strategy Rationale**

Provide additional support to assist students having difficulty attaining the proficient level on state assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The Portfolio Reading Assessment and the computer-based SAT 10 will be administered to Level 1 Third Graders. ESE students will receive appropriate assessment accommodations based on individual needs as documented on their IEP or 504 Accommodation Plan.

**Strategy: Extended School Day**

**Minutes added to school year: 750**

Students work on STEM skills in the SECME Engineering Club to extend their science skills beyond grade level science skills taught in the classroom.

**Strategy Rationale**

To enrich the science curriculum for students.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Olvey, Maura, maura\_olvey@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Formative assessment data will be collected. The teacher will analyze this data to determine student learning and progress in SECME and with the science curriculum. By using ongoing formative assessments, the teacher will be able to determine what skills students are proficient in and what skills need remediation.

**Strategy:** Before School Program

**Minutes added to school year:** 630

Students identified as the lowest 25% in reading and math for grades three, four and five will attend small group before school tutorial. Students will work on the reading and math core curriculum to provide additional assistance in order to increase their academic success.

**Strategy Rationale**

Provide additional support to assist students having difficulty attaining the proficient level on state assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Formative Assessment Design progress monitoring assessment will be used as well as FSA data at the end of the school year.

**Strategy:** Extended School Day

**Minutes added to school year:** 750

Students work as teams to learn the components of robotics and programming the robot to complete simple commands. Teams work on engineering components of the robot and inputting steps for the robot to complete using a computer program.

**Strategy Rationale**

To enrich the science and math curriculum for high performing students.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Olvey, Maura, maura\_olvey@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students compete in robotic competitions that ask them to use the robot to complete challenges.

**Strategy:** Extended School Day

**Minutes added to school year:** 750

Students work on math skills to compete in the Math Olympiad. Students work individually and with small groups to dissect math problems and extend their math skills beyond grade level math skills taught in the classroom.

**Strategy Rationale**

To enrich the math curriculum for high performing students.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Olvey, Maura, maura\_olvey@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students work on Math Olympiad problems throughout the year with the math resource teacher and receive scores on their practice problems. Students also compete as a group and individually in a county wide competition.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

**II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Sabal Point Elementary will develop appropriate relationships with students, parents and each other, and implement research based best practices for standards-based instruction, including effective core instruction and implementation of data driven differentiated instruction to ensure a minimum of one year's growth for one year of instruction in ELA, math, and science.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Sabal Point Elementary will develop appropriate relationships with students, parents and each other, and implement research based best practices for standards-based instruction, including effective core instruction and implementation of data driven differentiated instruction to ensure a minimum of one year's growth for one year of instruction in ELA, math, and science. **1a**

G086300

**Targets Supported** **1b**

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| ELA/Reading Lowest 25% Gains         | 65.0          |
| Math Lowest 25% Gains                | 65.0          |
| FSA ELA Achievement                  | 80.0          |
| FSA Mathematics Achievement          | 85.0          |
| FCAT 2.0 Science Proficiency         | 77.0          |
| ELA/Reading Gains                    | 70.0          |
| Math Gains                           | 70.0          |
| 5Es Score: Collective Responsibility | 61.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Time for effective core instruction in reading, math, writing, and science for students
- Lack of parental involvement and teacher collegiality and collaboration.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Reading Resources: Florida State Standards and FSA test item specifications, ELA Framework, Reading Street, Making Meaning, SIPPS, Formative Assessment Design, Scholastic Reading Inventory, Reading Resource Teachers, School based professional development, Kagan Trained Teachers, Tutorial, TOAs
- Math Resources: Florida State Standards and FSA test item specifications, Go Math, ThinkCentral, Math Resource Teacher, School based professional development, Kagan Trained Teachers, Tutorial, Ten Marks, Khan Academy, TOAs
- Writing Resources: Florida State Standards and FSA test item specifications, Writing Action Plan, District/School based professional development, Kagan Trained Teachers, DBQs, PLNs, TOAs
- Science Resources: Florida State Standards and FCAT 2.0 test item specifications, Elementary Science Action Plan, District based professional development, Science Instructional Plan, TOAs
- Parental Involvement: PTA activities, student-led conferences, Skyward emails, Ecampus pages, Fliers sent home, Gator Tales monthly newsletter, marquee, Facebook, Twitter, SPE website, school-based information and activities delivered to tutorial rooms housed at the Remington
- Collegiality and Collaboration: PLCs, teachers observing each other, 1/2 planning PDs, Wednesday PDs, collaborative book study, DPP collaboration, 1:1 data chats with administration, school-wide data wall

**Plan to Monitor Progress Toward G1. 8**

Reading, math, writing, and science progress monitoring data (FAD, SRI, writing prompts)

**Person Responsible**

Tina Langdon

**Schedule**

Weekly, from 9/12/2016 to 4/7/2017

**Evidence of Completion**

Increased proficiency in reading, math, writing, and science.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Sabal Point Elementary will develop appropriate relationships with students, parents and each other, and implement research based best practices for standards-based instruction, including effective core instruction and implementation of data driven differentiated instruction to ensure a minimum of one year's growth for one year of instruction in ELA, math, and science. **1**

 G086300

**G1.B1** Time for effective core instruction in reading, math, writing, and science for students **2**

 B229300

**G1.B1.S1** Teachers observe best teaching practices from other teachers. Professional Development for all teachers. Reading and Math coaches teach model lessons. **4**

 S241816

### Strategy Rationale

Provide additional support to assist students having difficulty attaining the proficient level on state assessments. Provide teachers with strategies to improve core instruction.

### Action Step 1 **5**

Teachers are provided with PD on high yield instructional strategies, the PLC process, and learning goals and scales. Book study on Master Teacher to Master Learner. Teachers will be given 1/2 days for collaborative planning. School-wide opportunities for teachers to observe best teaching practices. Implementation of standards-based scales to drive classroom instruction. One on one data chats with all teachers to address learning gains, lower 25% learning gains, student owned progress monitoring, and advanced opportunities.

### Person Responsible

Tina Langdon

### Schedule

Weekly, from 8/16/2016 to 5/23/2017

### Evidence of Completion

Daily attendance logs and intervention progress monitoring will be kept for each student being served.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student intervention sessions

**Person Responsible**

Tina Langdon

**Schedule**

Weekly, from 9/12/2016 to 4/7/2017

***Evidence of Completion***

Walkthrough observations and teacher feedback during intervention sessions.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Intervention sessions

**Person Responsible**

Tina Langdon

**Schedule**

Weekly, from 9/12/2016 to 4/8/2017

***Evidence of Completion***

FAD proficiency levels, grades, intervention logs

**G1.B2** Lack of parental involvement and teacher collegiality and collaboration. 2

B229301

**G1.B2.S1** Teachers participate in data-driven PLC's to address rigor, complexity and differentiated instruction using high yield strategies. Teachers will observe best teaching practices from other colleagues. Instructional Coaches will mentor, coach and model lessons. Communication will be distributed in paper form to increase involvement with parents who do not have internet access. 4

S241817

### Strategy Rationale

Provide additional support to teachers to help students attain a proficient level on state assessments and develop relationships.

### Action Step 1 5

Participation in PLC's. Teachers will observe best teaching practices. Modification of instructional coach schedules and responsibilities. Additional communication provided to parents and guardian.

#### Person Responsible

Tina Langdon

#### Schedule

Weekly, from 8/16/2016 to 5/23/2017

#### Evidence of Completion

Teacher sign-in logs, PLC notes

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will attend PLCs and and conduct classroom walk throughs to provide feedback to teachers on their use of high yield strategies in the classroom. Teachers will provide administration with weekly PLC notes.

#### Person Responsible

Tina Langdon

#### Schedule

Weekly, from 8/23/2016 to 5/23/2017

#### Evidence of Completion

PLC notes, I-Observation feedback

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Teachers will observe best teaching practices. Modification of instructional coach schedules and responsibilities. Additional communication provided to parents and guardian.

**Person Responsible**

Tracey Gustafson

**Schedule**

Monthly, from 8/16/2016 to 5/23/2017

***Evidence of Completion***

Observation feedback. Student ability to explain data notebooks and their ability to monitor their own progress. Written communication to parents who do not have internet access.

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|--------------------|
| <b>2017</b>             |  |                   |                               |  |                    |
| G1.MA1<br>M322681       | Reading, math, writing, and science progress monitoring data (FAD, SRI, writing prompts)               | Langdon, Tina     | 9/12/2016                     | Increased proficiency in reading, math, writing, and science.  | 4/7/2017 weekly    |
| G1.B1.S1.MA1<br>M322678 | Student intervention sessions  | Langdon, Tina     | 9/12/2016                     | Walkthrough observations and teacher feedback during intervention sessions.  | 4/7/2017 weekly    |
| G1.B1.S1.MA1<br>M322677 | Intervention sessions  | Langdon, Tina     | 9/12/2016                     | FAD proficiency levels, grades, intervention logs  | 4/8/2017 weekly    |
| G1.B1.S1.A1<br>A313002  | Teachers are provided with PD on high yield instructional strategies, the PLC process, and learning... | Langdon, Tina     | 8/16/2016                     | Daily attendance logs and intervention progress monitoring will be kept for each student being served.   | 5/23/2017 weekly   |
| G1.B2.S1.MA1<br>M322679 | Teachers will observe best teaching practices. Modification of instructional coach schedules and...    | Gustafson, Tracey | 8/16/2016                     | Observation feedback. Student ability to explain data notebooks and their ability to monitor their own progress. Written communication to parents who do not have internet access. | 5/23/2017 monthly  |
| G1.B2.S1.MA1<br>M322680 | Administrators will attend PLCs and and conduct classroom walk throughs to provide feedback to...      | Langdon, Tina     | 8/23/2016                     | PLC notes, I-Observation feedback  | 5/23/2017 weekly   |
| G1.B2.S1.A1<br>A313003  | Participation in PLC's. Teachers will observe best teaching practices. Modification of...              | Langdon, Tina     | 8/16/2016                     | Teacher sign-in logs, PLC notes  | 5/23/2017 weekly   |



## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Sabal Point Elementary will develop appropriate relationships with students, parents and each other, and implement research based best practices for standards-based instruction, including effective core instruction and implementation of data driven differentiated instruction to ensure a minimum of one year's growth for one year of instruction in ELA, math, and science.

**G1.B1** Time for effective core instruction in reading, math, writing, and science for students

**G1.B1.S1** Teachers observe best teaching practices from other teachers. Professional Development for all teachers. Reading and Math coaches teach model lessons.

### **PD Opportunity 1**

Teachers are provided with PD on high yield instructional strategies, the PLC process, and learning goals and scales. Book study on Master Teacher to Master Learner. Teachers will be given 1/2 days for collaborative planning. School-wide opportunities for teachers to observe best teaching practices. Implementation of standards-based scales to drive classroom instruction. One on one data chats with all teachers to address learning gains, lower 25% learning gains, student owned progress monitoring, and advanced opportunities.

#### **Facilitator**

Tina Langdon, Tracey Gustafson

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/16/2016 to 5/23/2017

**G1.B2** Lack of parental involvement and teacher collegiality and collaboration.

**G1.B2.S1** Teachers participate in data-driven PLC's to address rigor, complexity and differentiated instruction using high yield strategies. Teachers will observe best teaching practices from other colleagues. Instructional Coaches will mentor, coach and model lessons. Communication will be distributed in paper form to increase involvement with parents who do not have internet access.

**PD Opportunity 1**

Participation in PLC's. Teachers will observe best teaching practices. Modification of instructional coach schedules and responsibilities. Additional communication provided to parents and guardian.

**Facilitator**

Tina Langdon, Tracey Gustafson

**Participants**

All teachers

**Schedule**

Weekly, from 8/16/2016 to 5/23/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

|   |             |  |  |                          |               |                   |
|---|-------------|--|--|--------------------------|---------------|-------------------|
| 1 | G1.B1.S1.A1 | <b>Teachers are provided with PD on high yield instructional strategies, the PLC process, and learning goals and scales. Book study on Master Teacher to Master Learner. Teachers will be given 1/2 days for collaborative planning. School-wide opportunities for teachers to observe best teaching practices. Implementation of standards-based scales to drive classroom instruction. One on one data chats with all teachers to address learning gains, lower 25% learning gains, student owned progress monitoring, and advanced opportunities.</b> |  |                          |               | \$2,000.00        |
|   | Function    | Object   | Budget Focus   | Funding Source           | FTE           | 2016-17           |
|   |             |  | 0581 - Sabal Point Elementary School   | General Fund             |               | \$2,000.00        |
|   |             |  | <i>Notes: Substitutes for 1/2 day planning</i>   |                          |               |                   |
| 2 | G1.B2.S1.A1 | <b>Participation in PLC's. Teachers will observe best teaching practices. Modification of instructional coach schedules and responsibilities. Additional communication provided to parents and guardian.</b>   |  |                          |               | \$2,000.00        |
|   | Function    | Object   | Budget Focus   | Funding Source           | FTE           | 2016-17           |
|   |             |  | 0581 - Sabal Point Elementary School   | School Improvement Funds |               | \$2,000.00        |
|   |             |  | <i>Notes: Teachers will be provided with half days to collaborate on the PLC process and develop rigorous questioning techniques based on the Florida Standards.</i> |                          |               |                   |
|   |             |  |  |                          | <b>Total:</b> | <b>\$4,000.00</b> |