Sabal Palm Elementary School

2022-23 Schoolwide Improvement Plan

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Sabal Palm Elementary School

2813 RIDGEWAY ST, Tallahassee, FL 32310

https://www.leonschools.net/sabalpalm

Demographics

Principal: Shannon Davis

Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (48%) 2018-19: B (58%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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 that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Sabal Palm Elementary School is to provide learning opportunities that meet the unique needs of our students in a safe, nurturing environment and produce responsible citizens who respect all people. The teachers and staff at Sabal Palm Elementary School envision a school that is a community of stakeholders who are: Building relationships, Offering quality learning experiences, Nurturing the whole child, and Demonstrating a personal commitment to academic success. Sabal Palm Elementary School embodies its purpose, vision and mission by building strong parental partnerships; maintaining communication with all stakeholders; and continuously raising expectations for students, teachers and staff. The driving force of all decision-making at Sabal Palm Elementary School is based on student success. All of the ancillary content revolves around the school's most important resource: Students. With our strategically data-driven curriculum coupled with elevated expectations for our learners, the entire school community believes that Sabal Palm Elementary School will soar to higher heights.

Provide the school's vision statement.

The vision of Sabal Palm Elementary School is to prepare students to become responsible, respectful independent learners who are equipped with critical thinking skills that are necessary to complete in our local and global society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Davis, Shannon	Principal	The administration works closely with the School Advisory Council and the leadership team to coordinate effective instruction making it apparent as these committees are composed of teacher leaders, administration, staff, parents, and community members. The principal provides instructional leadership for all educational programs at the school, prepares the school's budget, and manage school assets. The principal follows and enforces the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. She supports the academic achievement of all students and serves as a member of the school based problem solving team.
Steed, Jamie	Assistant Principal	The duty of the assistant principal is to provide support for the principal carrying out the school's mission and goals. The responsibilities include collaborating with teachers about data and instructional planning across all content areas, manage data analysis for instructional improvement, development, and implementation of quality standards based curricula, assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff, monitor the implementation of the Positive Behavior Intervention Support (PBIS) team, and oversee the school's progress monitoring process for continuous monitoring of student achievement.
Brown, Wilfred	Assistant Principal	The assistant principal is to provide support for the principal carrying out the school's mission and goals. The responsibilities include student safety, managing the maintenance efforts of the campus, monitoring and organizing attendance records, calling parents regarding disciplinary issues, assisting with the implementation of the Positive Behavior Intervention Support (PBIS) team, circulating in high visible areas during school hours, and overseeing student arrival, departure, and monitoring the cafeteria during breakfast and lunch.
Harris, Solonja	Reading Coach	The reading coach is responsible for leading the literacy committee, making certain the core English Language Arts (ELA) program is implemented with fidelity. She models best practices in the classroom by analyzing student data to strategically provide support to students with learning deficits in reading. She serves as a resource to teachers, plans parent workshops, develops and provides professional development opportunities, and assist in progress monitoring student achievement in reading.
Brown, Tamika	Math Coach	The math coach is responsible for making certain the core Mathematics program is implemented with fidelity. She models best practices in the classroom by analyzing student data to strategically provide support to students with learning deficits in math. She serves as a resource to teachers, plans parent workshops, develops and provides professional development opportunities, and assist in progress monitoring student achievement in math.
Frazier, Cheryl	Instructional Media	The responsibilities of the media specialist include serving on the literacy committee, monitoring inventory and circulation of reading material, providing

Name	Position Title	Job Duties and Responsibilities
		instruction in media to students, and fostering a joy and love of literacy throughout the campus.

Demographic Information

Principal start date

Wednesday 7/13/2022, Shannon Davis

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

479

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	46	90	83	68	76	76	0	0	0	0	0	0	0	439
Attendance below 90 percent	12	42	37	23	30	32	0	0	0	0	0	0	0	176
One or more suspensions	0	4	5	5	12	12	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	23	27	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	19	28	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	8	17	24	0	0	0	0	0	0	0	54

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	4	5	9	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	1	0	0	1	2	2	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 8/4/2022

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	
Number of students enrolled	100	72	86	87	70	82	0	0	0	0	0	0	0	497
Attendance below 90 percent	58	39	39	44	30	56	0	0	0	0	0	0	0	266
One or more suspensions	4	2	3	11	3	18	0	0	0	0	0	0	0	41
Course failure in ELA	0	0	42	31	33	63	0	0	0	0	0	0	0	169
Course failure in Math	0	0	27	32	49	63	0	0	0	0	0	0	0	171
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	34	31	33	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	43	43	43	0	0	0	0	0	0	0	129
Number of students with a substantial reading deficiency	0	0	0	34	31	33	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	32	51	50	71	0	0	0	0	0	0	0	206

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	5	7	5	2	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	3	5	1	0	0	0	0	0	0	0	9

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	
Number of students enrolled	100	72	86	87	70	82	0	0	0	0	0	0	0	497
Attendance below 90 percent	58	39	39	44	30	56	0	0	0	0	0	0	0	266
One or more suspensions	4	2	3	11	3	18	0	0	0	0	0	0	0	41
Course failure in ELA	0	0	42	31	33	63	0	0	0	0	0	0	0	169
Course failure in Math	0	0	27	32	49	63	0	0	0	0	0	0	0	171
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	34	31	33	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	43	43	43	0	0	0	0	0	0	0	129
Number of students with a substantial reading deficiency	0	0	0	34	31	33	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	32	51	50	71	0	0	0	0	0	0	0	206

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	5	7	5	2	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	3	5	1	0	0	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	57%	56%				45%	57%	57%
ELA Learning Gains	54%						56%	54%	58%
ELA Lowest 25th Percentile	52%						71%	47%	53%
Math Achievement	45%	47%	50%				58%	64%	63%
Math Learning Gains	65%						69%	63%	62%
Math Lowest 25th Percentile	56%						59%	45%	51%
Science Achievement	27%	57%	59%				47%	52%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	61%	-19%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	44%	57%	-13%	58%	-14%
Cohort Comparison		-42%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	39%	56%	-17%	56%	-17%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	63%	-9%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	55%	66%	-11%	64%	-9%
Cohort Comparison		-54%				
05	2022					
	2019	58%	61%	-3%	60%	-2%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	54%	-12%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	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
SWD	33	48		40	55	30	19				
ELL	26	50		21	67						
BLK	30	55	45	43	62	48	17				
HSP	46	50		43	74		45				
WHT	53	50		53	67						
FRL	35	56	52	46	66	58	24				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	50		30	20		15				
ELL	15			16							
BLK	32	46	64	26	20	25	23				
HSP	30	20		23							
WHT	47			41							
FRL	33	40	57	27	24	21	25				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	60		40	64						
ELL	25	46		56	50						
BLK	42	55	73	53	69	65	33				
HSP	46	68		67	72		50				
MUL	64			91							
WHT	63	47		74	67						
FRL	44	54	70	58	69	59	48				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our overall performance in each core content area and grade level data has shown a decline from the 2019 school year. Students scored 34% proficiency in ELA and 29% proficiency in Math. This was a decrease from 2019 with 45% proficiency in ELA and 58% proficiency in Math. Students with disabilities were the only subgroup to show growth with a 2% gain. Science dropped from 47% proficient to 24% proficient.

Attendance has affected all grade levels, subgroups, and core content areas. Poor attendance affects student achievement, school discipline, and the social-emotional well being of young learners. These factors played key roles in the decrease of student performance.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The lowest 25% Math learning gains subgroup was the lowest performing at 22%, however, the largest decline was with math learning gains overall with a change from 69% proficiency to 25% proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our students need support within the reading components. Phonics, phonemic awareness, oral language, written expression, vocabulary, fluency, and reading comprehension play a major role in academic achievement. Some additional contributing factors that cause this need for improvement with our students across subject areas are the understanding of basic foundational skills, moving students to more complex conceptual thinking processes, and teacher effectiveness.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When reviewing progress monitoring and state assessments each of our areas showed a decline from the 2019 state assessments. The area that showed the smallest decline was the lowest 25% ELA learning gains subgroup which dropped from 71% to 63% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The consistent use of progress monitoring data and flexible grouping of students allowed students to receive specific interventions to meet their needs. Students who were below proficiency were invited to

participate in tutoring programs during and after school and on Saturdays. This helped students to strengthen their skills and fill in the gaps for learning loss.

What strategies will need to be implemented in order to accelerate learning?

Instructional scaffolding will allow teachers to add supports for students in order to enhance learning and assist with mastery of concepts or skills. This will give students an opportunity to master foundational content before transitioning to more complex tasks. We will continue to progress monitor students in all content areas across grade levels to identify areas to focus on throughout the school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities to support teachers and school leaders will not be limited to the following:
-B.E.S.T. Instructional Practices and Strategies
-B.E.S.T. Support with ELA and Math Materials
-Continued Support in Lexia Core 5 (ELA)
-Continued Support in iReady (ELA and Math)
-Training and Support in DreamBox (Math)
-Training and Support in Reflex and Fracs (Math)
-Training and Support in Differentiating and Scaffolding Instruction (All content areas)
-Continued Support in Analyzing Student Data (All content areas)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Professional development will be provided based on areas of need to increase teacher effectiveness. The use of digital resources and a greater emphasis on leading small group intervention instruction as well as providing instructional coaching and support throughout our school campus will give students increased opportunities to learn. By creating these systems it will allow for teachers to improve not only for the current school year, but also for years to come.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Area of Focus: ELA Learning Gains Rationale: Based on the most recent FSA results in ELA, student learning gains within the lowest 25% continue to regress. This year we will be implementing a new ELA curriculum K-5 grades that will focus on the B.E.S.T. standards. According to spring data, students lack foundational skills in reading and struggle with vocabulary and comprehension. Targeted interventions will be provided to students that have significant reading deficits. grade level paras will provide interventions to Tier 2 students. These interventions will be strategic and students will be progress monitored throughout the school year. 2019 45% in achievement, 2019 56% in learning gains, 2019 71% in lowest 25% with learning gains 2021 34% in achievement, 2021 44% in learning gains, 2021 63% in lowest 25% with learning gains 2022 35% in achievement, 2022 54% in learning gains, 2022 52% in lowest 25% with learning gains
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	55% of all students will show learning gains in ELA from the beginning of the year to the end of the year using the statewide progress monitoring tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The reading coach and assistant principal will monitor student data in Savvas, Lexia Core 5, STAR, FAST, and/or AIMSweb Plus. This will allow them to identify which students are progressing, declining, or not responding to their interventions in ELA. Instructional decisions will be made to best support all students while reviewing data with teachers.
Person responsible for monitoring outcome:	Jamie Steed (steedj@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Students will receive push-in instruction based on identified areas of concern as measured by school based assessments and progress monitoring. The data will drive instructional decisions and ongoing professional development for teachers. Explicit instruction in the five areas of reading (phonics, phonemic awareness, vocabulary, reading comprehension and fluency) are essential. As students learn to read they must develop skills in all five of these areas in order to become successful readers. The reading coach model best practices in the classroom by analyzing student data to strategically provide support to

being implemented for this Area of Focus.	students with learning deficits in reading. She will partner with teachers to ensure that students are receiving a well balanced approach in reading instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Data can show that a certain intervention program or group size may effect a student's learning in reading. Ongoing monitoring allows us to track a student's progress and make an educated decision on whether we need to make changes. The MTSS team will provide information on the whole child as needed for additional support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hiring of a highly qualified ELA teacher with experience in ESE and assign students to one of the two ELA teachers. The teacher providing tier 1 interventions must be trained in all instructional materials.

Person Responsible Shannon Davis (daviss5@leonschools.net)

Educate the reading paraprofessionals who will provide Tier 2 Interventions. Make sure he/she is trained in all programs such as effective implementation of the intervention. Daily monitoring will take place and be reported to the reading coach and administrative team.

Person Responsible Solonja Harris (harriss@leonschools.net)

When a student's data declines or flat lines, the reading coach will take this information to the MTSS team to assess what may need to be added or changed to achieve academic success.

Person Responsible Jamie Steed (steedj@leonschools.net)

Monitor implementation of the new B.E.S.T. standards in grade K-5. Administration will ensure that students receive standards-based instruction, teachers use evidence-based instructional strategies and methods, and professional development is provided to address the needs of students and teachers.

Person Responsible Solonja Harris (harriss@leonschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Area of Focus: K-5 Math Proficiency Rationale: Based on the most recent FSA results in Math, each grade level 3rd, 4th, and 5th demonstrated a critical need in math with the percent of students scoring proficient being less than 50%. A math coach will be added to ensure that math instruction is being taught with fidelity in all classrooms. The coach will participate in Professional Learning Communities (PLCs), plan with teams and individual teachers, and conduct her own intervention groups tracking students with ongoing diagnostic data. 2019 58% proficiency 2021 29% proficiency 2022 45% proficiency
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	60% of all students will show progress in math concepts from the beginning of the year to the end of the year using the statewide progress monitoring tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will utilize Florida's Assessment of Student Thinking A(FAST) to progress monitor students in the Fall, Winter, and Spring. These tests will provide real-time data that will inform teachers, students, and parents about individual student growth. The math coach will assist with the analysis of student performance and instruction will be adjusted based on the individualized needs of students. Students will be provided tiered interventions in math to decrease the number of students having a significant deficit in mathematics. Instruction will be provided through a mixture of multisensory activities including whole group, small group, and computer-based instruction to reach students that learn differently.
Person responsible for monitoring outcome:	Shannon Davis (daviss5@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will utilize our core math program along with supplemental programs and materials to teach math strategies explicitly. This will allow students to connect new concepts with prior knowledge, use models to solve problems step-by-step and guide student practice by asking good questions to provide feedback to students. The math coach will model best practices in the classroom and provide in-service opportunities for teachers to improve their instructional practices.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The math coach serves as a resource to teachers, plans parent workshops, develops and provides professional development opportunities, and assist in progress monitoring student achievement in math. Data tracking and ongoing support for teachers in math are needed in order to fill learning gaps for students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administrative team will meet with the math coach to discuss school and district expectations and data. The math coach will attend district math trainings and share the information with teachers and staff.

Person Responsible	Shannon Davis (daviss5@leonschools.net)

The math coach will set up an observation schedule to visit math classrooms, model instructional strategies for teachers, review data, and provide feedback as needed.

Person Responsible	Tamika Brown (brownt6@leonschools.net)

The math coach will review previous year's data and beginning of the year data to determine if interventions are needed for students. They will gather intervention materials for teachers and provide training as needed.

Person Responsible	Tamika Brown (brownt6@leonschools.net)

Monitor implementation of the new B.E.S.T. standards in grade K-5. Administration will ensure that students receive standards-based instruction, teachers use evidence-based instructional strategies and methods, and professional development is provided to address the needs of students and teachers.

Person Responsible	Tamika Brown (brownt6@leonschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Area of Focus: K-5 Science Instruction Rationale: Our school has inconsistent proficiency results on the Florida Next Generation Sunshine State Standards (NGSSS) assessment. Science data recorded over time has shown a decline but is slowly improving. 2019 47% proficiency 2021 24% proficiency 2022 27% proficiency
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	50% of students in grade 5 will be proficient in Science as measured by the Next Generation Sunshine State Standards assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school will monitor the progress of students quarterly using data from the adopted Science curriculum. This data will be recorded and discussed during data chats to review trends and identify which students are in need of more intensive support. Interventions and in-class small group support will be adjusted based on individual student need.
Person responsible for monitoring outcome:	Jamie Steed (steedj@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will establish a school-wide plan that encourages the teaching of scientific methodology through effective implementation with a great deal of collaboration, standards-based pedagogical planning, thoughtful and coordinated approaches that enables our teachers to inspire, empower, and promote student mastery of the standards through our core Science curriculum. This curriculum uses models, hands-on investigations, peer-to-peer discussions, reflection, and informational student readings to build student knowledge across scientific concepts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of instruction in science across grade levels. By establishing a standards-based approach to teaching and learning in the science classroom, teachers are focused on students demonstrating an understanding and/or mastery of the knowledge and skills they are expected to learn as they progress through their educaiton.

**selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will collaborate with teachers to ensure instruction is meeting the needs of the students by analyzing student performance data and providing teachers with professional development to support science instruction.

**Person
Responsible**   Jamie Steed (steedj@leonschools.net)

#4. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Area of Focus: Reduce the number of students absent on a daily basis Rationale: Students who attend school regularly have been shown to achieve at higher levels than students who d not have regular attendance. 2022 Average Number of Students Absent Per Day is 51 students. Numbers broken down by grade level below. K - 9 1 - 10 2 - 7 3 - 9 4 - 7 5 - 7
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The daily average number of students absent will be equal to or less than 40 students per day as determined by the average daily attendance report in FOCUS.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School administrators and the school social worker will monitor student attendance daily. This information will be communicated to faculty, students, parents, and other stakeholders to assist in improvements in attendance. District protocols and guidelines will be followed in an effort to conference with families with excessive absences.
Person responsible for monitoring outcome:	Wilfred Brown (brownw@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The school has initiated a committee to focus on improving attendance. Students will be recognized to positively reinforce the efforts made toward schoolwide reduction in absences. Special events in the morning and parent workshops will be scheduled to motivate families to increase attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Strategies to improve student attendance do not need to be costly. Recognition from peers and the school through certificates and special assemblies, homework passes, and additional computer time go a long way toward motivating students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and the school social worker will meet to review student attendance data. This information will be shared within the Attendance Committee to identify students and families in need of supports and interventions through parent conferences.

Person Responsible	Wilfred Brown (brownw@leonschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

54% of students in grades K-2 are below level 3 or proficiency as measured using STAR and STAR Early Literacy. Instructional practices targeting improvement in this area include a schoolwide initiative for Accelerated Reader (AR) and students reading daily for enjoyment, along with standards based instruction, structured literacy blocks using newly adopted core reading program (Savvas). Our reading coach, teachers, and paraprofessionals will plan together to provide targeted small group instruction. The teachers will work with tier III students, while paraprofessionals will support our tier II students with interventions. Student progress will be impacted through the use of Lexia Core 5 and Heggerty to strengthen skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. In order to implement this instructional plan, our school is hiring more reading endorsed teachers that will be guided by the reading coach.

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

65% of students in grades 3-5 scored below level 3 or proficiency on the Florida State Assessment (FSA) in English and Language Arts. Instructional practices targeting improvement in this area include a schoolwide initiative for Accelerated Reader (AR) and students reading daily for enjoyment, along with standards based instruction, structured literacy blocks using newly adopted core reading program (Savvas). Our reading coach, teachers, and paraprofessionals will plan together to provide targeted small group instruction. The teachers will work with tier III students, while paraprofessionals will support our tier II students with interventions. Student progress will be impacted through the use of Lexia Core 5 and Heggerty to strengthen skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. In order to implement this instructional plan, our school is hiring more reading endorsed teachers that will be guided by the reading coach.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

55% of students will be proficient based on the STAR/STAR Early Literacy English and Language Arts progress monitoring assessment. 60% of students will show learning gains based on the STAR/STAR Early Literacy English and Language Arts progress monitoring assessment.

Grades 3-5: Measureable Outcome(s)

55% of students will be proficient based on the FAST progress monitoring assessment in English and Language Arts. 60% of students will show learning gains based on the FAST progress monitoring assessment in English and Language Arts.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Ongoing progress monitoring will occur bi-weekly with Savvas cold reads assessments, teacher formative assessments from Savvas lesson quick checks, and four times a year with STAR/STAR Early Literacy. We will also monitor student growth using data from FAST that will be administered three times a year. School administrators, reading coach, and teachers will review data and respond with the appropriate interventions as needed.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Steed, Jamie, steedj@leonschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The practices and programs are evidence based and meet Florida's requirements, our school district's requirements, and are aligned with the BEST standards.

The BEST standards have been adopted by the state of Florida. Savvas is our school district's adopted reading program. Lexia Core 5 and AR are also district adopted. Lesson plans are housed through the PlanBook platform. Leon Leads is used to document classroom observations and walkthroughs for our district and school.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

This will be the first year using the FAST progress monitoring system for the state of Florida. We have adopted a reading program that is aligned with the standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership - We have a literacy leadership team consisting of school administrators, reading coach, teachers, media specialists, and additional staff members. The team will conduct classroom walk throughs weekly and provide teachers with immediate feedback. Each grade level team will plan collaboratively on a weekly basis using student data as the driven force for instruction and remediation.	Harris, Solonja, harriss@leonschools.net
Literacy Coaching - Our literacy coach will collaborate with teachers weekly and assist with planning standard based instruction using the core reading program. She will conduct walk throughs and provide feedback to teachers. This support may include modeling lessons for teachers as needed.	Harris, Solonja, harriss@leonschools.net
Assessment - We will administer bi-weekly cold reads, review and analyze student performance, and adjust instruction as needed.	Steed, Jamie, steedj@leonschools.net
Professional Learning - Our school will host weekly professional learning community (PLCs) sessions for educators to reflect on instructional practices and strategies. Training sessions will include Lexia Core 5, STAR/STAR Early Literacy, Savvas, and allow for additional trainings identified through teacher and student data.	Davis, Shannon, daviss5@leonschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Sabal Palm Elementary will utilize multiple modalities to communicate and engage our parents in the educational process. Parents will be informed of school events through the school's website, traditional flyers, Remind, and our parent liaison. Throughout the year we will have multiple opportunities to engage parents and the community in the educational process.

Sabal Palm hosts an annual Literacy Night, STEAM activity, and monthly parent workshops. Through our community partners program, we will be able to provide families with free dinner, as an incentive for working parents to attend school sponsored events.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our school has many community stakeholders ranging from students, parents, teachers, retired educators, and community partners. These various stakeholders fill the ranks of our School Advisory Council, volunteers, staff, and more. We actively seek input on our mission, protocols, and school plans for decision-making through our stakeholders. We enjoy hosting family and school events throughout the year. Our volunteers support instruction and contribute to the improved morale of our staff. Our families attend school events and provide us with valuable feedback. Our staff is dedicated, friendly, and hardworking. Everyone on campus works diligently to make our campus a safe environment focused on providing students with a quality education.