Sabal Palm Elementary School

2022-23 Schoolwide Improvement Plan

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Sabal Palm Elementary School

4095 18TH AVE NE, Naples, FL 34120

https://www.collierschools.com/spe

Demographics

Principal: Jessica Davis

Start Date for this Principal: 7/1/2018

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	No
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: B (54%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Collier 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	No	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	73%

School Grades History

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

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an enthusiastic learning experience and high quality education that will empower students to become global citizens.

Provide the school's vision statement.

To create a challenging, differentiated learning environment that inspires students and staff members to be independent, lifelong learners.

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
Jonas, Stephanie	Principal	The Principal engages all stakeholders and leads curriculum initiatives to ensure quality instruction to increase student achievement.
Mannari, Kimberly	Assistant Principal	The Assistant Principal collaborates with stakeholders and supports curriculum and instruction initiatives to increase student achievement.
Fuentes, Eileen	Instructional Coach	Literacy Coach with stakeholders and coaches teachers in quality literacy instructional techniques to increase student achievement.
Flatley, Jamie	School Counselor	The Guidance Counselor collaborates with stakeholders and supports district and school Life Skills initiatives to increase student achievement.
Valdes, Mabel	ELL Compliance Specialist	The ELL Specialist collaborates with stakeholders and supports the education of students learning English as their second language to increase student achievement.
Hale, Brooke	Instructional Media	The Media Specials collaborates with stakeholders and supports the education of students with media, technology, and print resources to support standards based instruction to increase student achievement.
Marr, Michelle	Staffing Specialist	The ESE Specialist collaborates with stakeholders and supports district and school ESE programs to ensure all procedural safe guards are followed for students with disabilities to increase student achievement.

Demographic Information

Principal start date
Sunday 7/1/2018, Jessica 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.*
1

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.*
10

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school
657

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

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	98	103	89	88	106	112	0	0	0	0	0	0	0	596
Attendance below 90 percent	10	31	27	19	21	22	0	0	0	0	0	0	0	130
One or more suspensions	1	3	7	8	6	4	0	0	0	0	0	0	0	29
Course failure in ELA	4	12	26	18	3	5	5	0	0	0	0	0	0	73
Course failure in Math	3	8	20	10	1	2	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	16	18	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	12	20	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	3	14	19	21	21	18	0	0	0	0	0	0	0	96

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	3	6	12	12	12	10	0	0	0	0	0	0	0	55

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	5	6	3	5	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/25/2022

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	86	83	71	103	103	96	0	0	0	0	0	0	0	542
Attendance below 90 percent	4	10	11	11	10	16	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	6	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	1	9	9	7	0	0	0	0	0	0	0	0	0	26
Course failure in Math	1	6	4	10	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	11	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	15	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	23	18	19	18	15	19	0	0	0	0	0	0	112

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	0	5	1	6	2	10	0	0	0	0	0	0	0	24

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	2	8	5	8	2	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	86	83	71	103	103	96	0	0	0	0	0	0	0	542
Attendance below 90 percent	4	10	11	11	10	16	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	6	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	1	9	9	7	0	0	0	0	0	0	0	0	0	26
Course failure in Math	1	6	4	10	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	11	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	15	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	23	18	19	18	15	19	0	0	0	0	0	0	0	112

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	0	5	1	6	2	10	0	0	0	0	0	0	0	24

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	2	8	5	8	2	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	69%	64%	56%				67%	60%	57%
ELA Learning Gains	67%						58%	59%	58%
ELA Lowest 25th Percentile	52%						47%	51%	53%
Math Achievement	74%	56%	50%				70%	68%	63%
Math Learning Gains	68%						54%	64%	62%
Math Lowest 25th Percentile	63%						33%	55%	51%
Science Achievement	73%	72%	59%				51%	59%	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	72%	61%	11%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	64%	58%	6%	58%	6%
Cohort Comparison		-72%				
05	2022					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-64%				

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	80%	68%	12%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	64%	65%	-1%	64%	0%
Cohort Comparison		-80%				
05	2022					
	2019	63%	67%	-4%	60%	3%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	56%	-5%	53%	-2%
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	36	47	43	51	61	56	19				
ELL	56	66	54	61	67	63	48				
BLK	67			50							
HSP	67	70	54	74	68	57	74				
WHT	70	57	40	76	74	71	65				
FRL	67	69	54	71	68	59	73				

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	36	56		49	63		46				
ELL	48	50	55	58	41		38				
BLK	43			29							
HSP	62	48	54	68	44	42	55				
WHT	68	58		64	42		70				
FRL	61	47	60	64	37	37	47				

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	44	57	42	54	66	50	21				
ELL	61	65	50	64	47	38	43				
BLK	53			60							
HSP	66	59	42	71	53	40	48				
WHT	70	58	60	70	55	25	52				
FRL	61	55	46	64	51	33	45				

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
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	59
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	67
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	65
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	67
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?

Third grade increased in overall proficiency in ELA and Math from SY21 to SY22.
Fourth grade decreased in overall proficiency in ELA and Math from SY21 to SY22.
Fifth grade increased in overall proficiency in ELA, Math, and Science from SY21 to SY22.

ELA proficiency in students receiving ESE services in 3rd decreased (13%) but increased in 4th grade (8%) and 5th grade (2%) from SY21 to SY22.

Science proficiency in students receiving ESE services in 5th grade decreased (14%).

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

ELA and Math proficiency in students receiving ELL services in 4th decreased by 19% and 34%, respectively.

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

Midway through SY21-22, progress monitoring from district benchmark assessments showed a decrease in proficiency in EL students. Further analysis revealed that students who were exited from active LY services who were receiving LF monitoring were underperforming.

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

Math making Learing Gains increased from 41% to 68% from SY21 to SY22.
Math lowest 25% making Learning Gains increased from 39% to 63% from SY21 to SY22.
Science proficiency increased from 57% to 73% from SY21 to SY22.

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

In Math we followed new district curriculum guides with fidelity and included a math planning time in the morning so that all teachers could focus their instructional practices on the standards. In addition we narrowed the range of students in classes. We continued ESE support with a Co-Teach model where two teachers serviced the ESE students during the math block.

In Science we departmentalized Instruction in order for the teacher with the most science expertise to teach both blocks of science . We focused on Specifically Designed Instruction for students with ESE services.

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

Specific strategies will need to be selected that will accelerate student learning. Goal setting, Question-Answer-Relationship (QAR) strategy in Reading, and the 5E Instructional Model will be implemented.

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 in Effective Goal Setting (setting measureable goals with an 1-3 step action plan) and engaging students in data chats about progress toward their goals.

All second through fifth grade teachers will participate in professional development on the QAR

Professional Development in designing and implementing effective 5E Science lessons with fourth and fifth grade teachers.

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

Professional Development in designing and implementing effective 5E Science lessons with second and third grade teachers will be provided during the next school year to increase school wide implementation.

All teachers and students utilize goal setting in all subjects school wide. To ensure sustainability, professional development will be delivered in creating 1-3 step action plans with students and monitoring those plans for success.

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.**	SY22 overall student performance in third through fifth grade ELA indicated an increase in proficiency from 64% to 69% on ELA FSA. The percentage of students in the lowest 25% making learning gains decreased from 57% to 52%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	When teachers plan for questioning during reading lessons and teach students how to decipher what types of questions are being asked and where to find the answers (QAR strategy), third through fifth grade reading proficiency on the Spring 2023 Grade 3-5 Statewide Florida Assessment of Student Thinking (FAST) will increase 5% from 69% to 74%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Planning for Question-Answer- Relationships (QAR) will occur during weekly planning and be monitored during Collaborative Planning by the Literacy Coach and Administrators. Implementation of QAR Strategies will be monitored during Coaching Cycles by the Literacy Coach and monitored by Administrators during classroom observations.
Person responsible for monitoring outcome:	Stephanie Jonas (jonasst@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Question-Answer-Relationships: Question-Answer Relationships (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions are being asked and where to find the answer to them. Four types of questions are examined in the QAR.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	QARs require students to activate both literal and critical thinking skills. For students who have a hard time thinking beyond the text, this will be a challenging task and will require a lot of time to apply to their own readings. These students will need consistent practice in determining the type of thinking the text is requiring them to do.

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.

All second through fifth grade teachers will participate in professional development on the Question-Response-Relationships (QAR)

Person Responsible	Eileen Fuentes (fuente@collierschools.com)

Scaffold support for ESE and Tier 3 students with specifically designed instruction using the Question-Response-Relationship strategy in ELA lesson plans.

Person Responsible	Stephanie Jonas (jonasst@collierschools.com)

Scaffold support for LY students with specifically designed instruction using the Question-Response-Relationship strategy in ELA lesson plans.

Person Responsible   Mabel Valdes (valdesma@collierschools.com)

Plan for Question-Answer- Relationships (QAR) during weekly Collaborative Planning with the Literacy Coach and Administrators. Implement lessons using QAR Strategies during the ELA block monitored by Administrators during classroom observations.

Person Responsible   Kimberly Mannari (mannak@collierschools.com)

No description entered

Person Responsible   [no one identified]

#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.	SY22 overall student performance in third through fifth grade math indicated an increase in proficiency from 65% to 74% on FSA Math. The percentage of students in the lowest 25% making learning gains increased from 39% to 63%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When teachers establish mathematical goals with students and support productive mathematical struggle aligned to the B.E.S.T. standards, third through fifth grade math proficiency on the Spring 2023 Grade Math Assessment will increase 5% from 73% to 78%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership Team members and administrators will monitor student data binders in grades kindergarten through fifth grade to ensure that all students have specific, measurable math goals, with action plans for students each quarter. Leadership Team members and administrators will monitor student data binders quarterly to ensure students are inputting and tracking their data.
Person responsible for monitoring outcome:	Kimberly Mannari (mannak@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Establish mathematics goals to focus on reasoning: Establish clear goals for the mathematics that students are learning, situate goals within learning progressions, and use the goals to guide instructional decisions
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Establishing mathematics goals to focus learning teaches students to Begin with the End in Mind in order to focus on their own learning goals. Effective teaching of mathematics establishes clear goals for mathematics within learning progressions, and uses the goals to guide instructional decisions.

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.

Professional Development in Effective Goal Setting (setting measurable goals with 1-3 step action plan) and engaging students in data chats about progress toward their goals.

Person Responsible	Michelle Marr (marrm@collierschools.com)

Consistently engage students, individually and collectively, with opportunities for productive struggle as they grapple with mathematical ideas in order to meet their math goals.

Person Responsible	Kimberly Mannari (mannak@collierschools.com)

Individual Data Chats with Teachers to review their students' data collection process and review progress toward math goals.

Person Responsible	Stephanie Jonas (jonasst@collierschools.com)

#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.	SY22 overall student performance in fifth grade Science indicated an increase in proficiency from 57% to 73% on the Science State Assessment. But the percentage of students with disabilities who were proficient decreased from 36% to 17%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When teachers utilize 5E Instructional Model lessons to actively engage students in science standards based instruction, fifth grade proficiency on the Spring 2023 Grade 5 Statewide Science Assessment will increase 3% from 73% to 76%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Planning for 5E Science lessons will occur during weekly Collaborative Planning and be monitored by Administrators. Implementation of 5E Strategies will be monitored by Administrators during classroom observations.
Person responsible for monitoring outcome:	Kimberly Mannari (mannak@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	5E Instructional Model: The 5E Instructional Model is an approach to designing instructional sequences within a unit where each phase (Engage, Explore, Explain, Elaborate, and Evaluate) is used as the basis for one or more lessons.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to the National Science Teaching Association The 5E Instructional Model is a research-based approach to designing instructional sequences within a unit where each phase (engage, explore, explain, elaborate, and evaluate) is used as the basis for one or more lessons.

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.

Professional Development in designing and implementing effective 5E Science lessons with fourth and fifth grade teachers.

Person Responsible	Brooke Hale (haleb@collierschools.com)

Analysis of the science data, specifically for students receiving ESE services to identify areas of need. Plan for accommodations within the 5E Instructional Model to address areas of need for students receiving ESE services.

Person Responsible	Kimberly Mannari (mannak@collierschools.com)

Plan for 5E lessons during weekly Collaborative Planning with Administrators. Implement lessons using 5E Strategies during the Science block monitored by Administrators during classroom observations.

Person Responsible	Stephanie Jonas (jonasst@collierschools.com)

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 builds a positive school culture and environment through Positive Behavior Intervention Support and Leader in Me best practices. We have a tiered system of support to increase positive behaviors. We follow the MTSS model with school wide Tier 1 goals, practices, incentives, and recognition. We have Tier 2 and Tier 3 Action Plans for students and teams meet every 5-6 weeks to discuss students and analyze intervention data. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating the vision, mission, values, goals, and improvement strategies at Sabal Palm Elementary School. In order to build a positive school culture at Sabal Palm Elementary School we survey stakeholders and analyze the results to set specific goals with action plans to increase areas that need improvement. These results and action steps are part of the Principal's Collier Leadership Evaluation Model (CLEM) documentation and they are monitored by the Principal's supervisor. Sabal Palm Elementary School has attendance recognition and rewards as well as quarterly awards to celebrate students and their successes in all facets of the school setting.

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

School Administrators: Collaborate with all stakeholders to design and establish systems that promote a positive school culture and environment. Establish interventions for PBIS and MTSS, and provide the needed staff and financial resources for these interventions. Model and monitor the systems in order to maintain and improve a positive school culture.

Leadership Team Members: Lead school efforts that have been established to promote a positive school culture and environment. Provide feedback to administration regarding systems in place to maintain and improve a positive school culture.

Teachers: Lead students in their classroom and grade level (or department) to follow systems that promote a positive school culture and environment. Provide Interventions as needed for PBIS and MTSS support for students. Collaborate and provide feedback to School Administrators and Leadership Team Members to improve systems based on the needs of the school.

Staff Members: Support all students in following systems that promote a positive school culture and environment.
Collaborate and provide feedback to School Administrators to improve systems based on the needs of the school.

Students: Collaborate and give input to their teacher/s regarding the school wide systems that promote a positive school culture and environment. Follow the school wide Positive Behavior system in order to

promote a positive school culture.

Parents: Support their child and their child's teacher in academics, behavior, and life skills goals. Collaborate with School Administrators and the School Advisory Council to design systems that promote a positive school culture and environment. Provide feedback on surveys regarding systems in place that are effective, or need improvement. Provide needed support through volunteering to maintain and improve a positive school culture.

Community Members: Collaborate with School Administrators and the School Advisory Council to design systems that promote a positive school culture and environment. Provide feedback on surveys regarding systems in place that are effective, or need improvement. Provide needed support through volunteering or financial resources to maintain and improve a positive school culture.