Sabal Palm Elementary School

2022-23 Schoolwide Improvement Plan

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Sabal Palm Elementary School

1201 KERNAN BLVD N, Jacksonville, FL 32225

http://www.duvalschools.org/spe

Demographics

Principal: Amber Felts

Start Date for this Principal: 7/3/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	59%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: A (67%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
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 Duval 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 KG-5	No	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

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SIP Authority

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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.

Sabal Palm is a friendly, school-based community, where we foster positive relationships and provide educational excellence for the whole child in a productive and safe learning environment for every classroom, every student, every day.

Provide the school's vision statement.

Sabal Palm's vision is to inspire and prepare students for success at every level: elementary, middle, high school, college or a career, and life.

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
Graham, Linda	Principal	-Leads and supervises the work of the instructional programs in a safe and productive learning environment, where all students and employees are valued and respected. -Serves as the proud instructional leader/first-class teach of the learning community -Facilitates sessions working with staff , students, and families to achieve the school's vision -Leads and monitors the implementation of standards-based education through weekly common planning sessions -Communicates the school's vision, mission, and priorities to the community -Sets annual learning gains, school improvement goals, and other targets to increase student achievement from grade of current grade of a "B" to a current grade -Supervises all school improvement teams for compliance and effectiveness -Utilizes all data points as a component of planning for instructional and operational improvement -Provides differentiated professional development for all stakeholders based on the needs to increase student achievement -Uses financial resources and capital goods and services to support school priorities -Develops and maintains good public relations between school and community -Develops a personal code and professional code of ethics embracing diversity, integrity, and dignity of all people
O'Neal, Asia	Assistant Principal	-Assist with monitoring and supervising the implementation of instructional program by teachers and safety of students. -Observes and evaluates the implementation of standards-based instruction -Collects data analyzes all data points to make effective instructional decision -Leads and participated in professional development sessions -Leads PBIS initiatives to increase and monitor positive behavior to decrease undesired behavior -Collaborates with schools based MTSS team, inconjunct with the school psychologist and counselor and social worker to identify students who are "at-risk" based on social history, academics attendance, and other Early Warning Indicators. -Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people
Butler, Jasmine	Instructional Coach	-Professional Development Facilitator nd contact for new teachers -Supports and models for teachers as they enhance their content knowledge in the areas of Reading/Math/Science pedagogy -Assist teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning -Analyzes data in order to provide professional development and technical support for teachers and staff regarding data managements and instruction -Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction -Assist teachers with maximizing their CAST (evaluation) score in all domains

Name	Position Title	Job Duties and Responsibilities
		-Reviews and updates the School improvements Plan (SIP) quarterly as needed -Plans and facilitates family nights -Assists the principal with other instructional duties that will increase student achievement

Demographic Information

Principal start date

Saturday 7/3/2010, Amber Felts

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.*

5

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.*

5

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

691

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

15

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

11

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	94	110	121	123	125	119	0	0	0	0	0	0	0	692
Attendance below 90 percent	2	29	31	25	30	23	0	0	0	0	0	0	0	140
One or more suspensions	0	5	0	2	1	3	0	0	0	0	0	0	0	11
Course failure in ELA	3	2	2	0	1	1	0	0	0	0	0	0	0	9
Course failure in Math	2	1	1	1	2	1	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	22	25	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	15	23	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	3	6	23	32	0	0	0	0	0	0	0	0	0	64

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	10	18	25	11	20	0	0	0	0	0	0	0	87

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	3	2	2	3	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 6/16/2022

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	129	126	127	127	123	178	0	0	0	0	0	0	0	810
Attendance below 90 percent	2	24	22	25	23	32	0	0	0	0	0	0	0	128
One or more suspensions	1	2	0	1	2	3	0	0	0	0	0	0	0	9
Course failure in ELA	3	2	3	0	2	0	0	0	0	0	0	0	0	10
Course failure in Math	1	0	2	0	4	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	2	9	26	46	23	17	0	0	0	0	0	0	0	123
Level 1 on 2019 statewide FSA Math assessment	1	13	30	42	41	59	0	0	0	0	0	0	0	186
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	26	32	28	58	0	0	0	0	0	0	0	156

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	3	3	1	3	7	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

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	129	126	127	127	123	178	0	0	0	0	0	0	0	810
Attendance below 90 percent	2	24	22	25	23	32	0	0	0	0	0	0	0	128
One or more suspensions	1	2	0	1	2	3	0	0	0	0	0	0	0	9
Course failure in ELA	3	2	3	0	2	0	0	0	0	0	0	0	0	10
Course failure in Math	1	0	2	0	4	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	2	9	26	46	23	17	0	0	0	0	0	0	0	123
Level 1 on 2019 statewide FSA Math assessment	1	13	30	42	41	59	0	0	0	0	0	0	0	186
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	26	32	28	58	0	0	0	0	0	0	0	156

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	3	3	1	3	7	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

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	58%	50%	56%				72%	50%	57%
ELA Learning Gains	53%						64%	56%	58%
ELA Lowest 25th Percentile	40%						55%	50%	53%
Math Achievement	70%	48%	50%				80%	62%	63%
Math Learning Gains	58%						69%	63%	62%
Math Lowest 25th Percentile	40%						55%	52%	51%
Science Achievement	66%	59%	59%				75%	48%	53%

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	41	36	33	55	54	46	55				
ELL	30	38		44	44						
ASN	64			79							
BLK	45	50	50	59	53	44	43				
HSP	47	41	31	60	44	33	53				
MUL	70	74		81	68		73				
WHT	62	56	42	75	62	48	75				
FRL	47	51	39	58	52	43	51				
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	41	59	53	53	62	38	45				
ELL	38			41							
ASN	69			75							

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
BLK	46	43	18	51	40	18	48				
HSP	61	64		59	71		65				
MUL	76			82							
WHT	66	59	50	74	72	38	66				
FRL	47	51	41	58	51	18	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	41	46	41	59	60	52	33				
ELL	41	54		73	46						
ASN	88	82		94	73						
BLK	51	47	43	60	54	41	53				
HSP	76	65	57	84	63	58	77				
MUL	77	69		84	77		64				
WHT	77	68	61	84	76	68	88				
FRL	60	55	43	72	64	50	65				

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	59
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	87
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	49

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	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	50
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	54
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?

The lowest quartile continues to show a decline in ELA across grade levels and subgroups: SWD, Economically Disadvantaged, and African American students.

Students decreased in all reporting categories in ELA: Proficiency, Learning Gains, and BQ Gains.

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

FSA ELA Proficiency: 58% (Dropped 4 % points)
FSA ELA Gains: 53% (Dropped 4 % points)
FSA Math Gains: 58% (Dropped 7 % points)

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

The 2021 ELA proficiency component showed the lowest performance and declined by 53%. Since 2019, Sabal Palm has displayed a steady decline in proficiency in reading by 14 percentage points. This trend shows that the reading "bubble students are not making adequate progress towards mastery.

Due to the high amount of new teachers in the intermediate grade levels, there was a learning curve in the knowledge of standards-based instructions. With the new teachers returning to the building and the new curriculum, teachers are required to attend standard-based training. They will go through the coaching cycle that will include model lessons taught by the instructional coach.

A focus will be placed on closing the learning gap and increasing time with more small group instruction by using student data to drive instruction.

Monthly data chats with teachers to monitor student progress.

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

Based on the comparison results for progress monitoring and 2022 state assessment data, the Math LPQ gains reflected huge increase from 2020-202 (29%) to 2021-2022 (40%) school year.

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

The Math LPQ gains component showed the most improvement, increasing from 29% to 40%. We created strategic before, and after-school tutoring plans with educators on a voluntary basis, and these educators invited the LPQ subgroup to these tutoring sessions. The team utilized a research-based curriculum offered by the district.

After reviewing past and present trends, it was determined that small group instruction contributed to most of the improvement.

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

1. Professional development sessions will focus on deepening knowledge of the pedagogy needed to deliver
effective instruction for PP students and LPQ students.
2. Administrators, Lead Content Teachers, and Standards Coach will facilitate professional development sessions to dive deep into the standards and leverage resources for effective instruction.
3. Administrators will conduct data chats and weekly walkthroughs to track and monitor progress.
4. Using common assessments, teachers will plan and provide targeted small group instruction for all students.
5. Teachers will create differentiated centers to address the varying levels of students' academic needs.
6. Students will be provided an opportunity to attend before and after-school tutoring for remediation.

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.

-District-based training for B.E.S.T Benchmarks
-Monthly Content area training during Early Release days
-Weekly Content-based collaboration with Instructional Coach (Butler)
-Conduct monthly data chats with teachers

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

-Administrators will provide support during small group instruction
-Tutoring before and after school
-Support of Instructional Coach
-Facilitate meaningful and intentional collaboration during common planning
-Purposeful Early Release Professional Development

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This year, the B.E.S.T. Standards for Reading and Math will be implemented in Grades 3-5. Based on the steady decline in Reading, the focus will be on E.L.A. implementation. We will closely monitor and support teachers to ensure reading performance does not continue to decline as we transition into new standards. With this close monitoring and support, teachers will understand that B.E.S.T. Standards are benchmarks that will allow students to discover content skills in conjunction with other benchmarks and not in isolation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teachers in Grades 3-5 ELA will dive deeper into learning the components and best practices to effectively implement B.E.S.T Standards in ELA that will reflect a 10% increase on the F.A.S.T assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through weekly administrator walk-throughs visits, weekly student work analysis, monthly data chats, quarterly progress monitoring assessments, teacher evaluations.
Person responsible for monitoring outcome:	Asia O'Neal (oneala3@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	-Common Planning- Familiarize teachers with the B.E.S.T Standards in order to leverage instructional resources to design lessons that are directly aligned to B.E.S.T Standards. -Standard Walkthrough Tool -Data Chats -Vertical Grade Level Team Collaboration Research has shown that high levels of common planning are associated with higher student achievements gains, as measured by state reading test scores, compared with schools with less frequent or no common planning. Conduct weekly walkthroughs using the Standards Walkthrough Tool: Research has provided us with sound evidence stating that if student tasks and assessments do not align with standard-based instruction, it is impossible to determine mastery of standard or plan for next steps. Therefore, the Leadership team will use this strategy to ensure academic alignment is occurring weekly.
Rationale for Evidence-based Strategy:	These strategies selected will support teachers with a deeper understanding of the B.E.S.T Standards which will drive our standards-based framework.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for 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.

1.Teachers will attend training to gain a clear understanding of the B.E.S.T Instructional Design and implementation.

2. 3-5 teachers will leverage the resources for the Benchmark Advance Curriculum for effective implementation.

3. Educators will attend weekly Common Planning sessions to strategically plan lessons using Benchmark Advance Curriculum to teach B.E.S.T STandards with the support of administrators and Instructional Coach.

Person Responsible

Jasmine Butler (butlerj@duvalschools.org)

#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.**	Math Learning Gains In 2022, the Math learning gains decreased by seven percentage points from 2021 (65%) to 2022 (58%). Our goal is to increase the number of bubble students making adequate progress towards learning gains and proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teachers in Grades 3-5 Math will dive deeper into learning the components and best practices to effectively implement B.E.S.T Standards in Math that will reflect a 10% increase on the F.A.S.T assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor by conducting classroom walkthroughs, data chats, common planning collaboration, instructional reviews, informal and formal observations, and student work analysis and assessments.
Person responsible for monitoring outcome:	Linda Graham (grahaml@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	During PLCs, the Leadership Team will facilitate sessions by assisting teachers with becoming knowledgeable with the 3-5 Math B.E.S.T Standards and Reveal Math in order to leverage instructional resources to design coherent lessons that are directly aligned to B.E.S.T Standards. In addition, teachers need effective instructional strategies to encourage students to become critical and analytical thinking while engaging in math concepts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research has provided us with sound evidence stating that if student tasks and assessments do not align with standards-based instruction, it is impossible to determine mastery of benchmarks or plan for the next steps. This strategy will assist teachers with a deeper understanding of the Florida Standards and Benchmarks which will drive our instructional framework.

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.

1. Professional development sessions will focus on deepening knowledge of the pedagogy needed to deliver
effective instruction for PP students and LPQ students.
2. Administrators, Lead Content Teachers, and Standards Coach will facilitate professional development sessions.

3. Administrators will conduct data chats and weekly walkthroughs to track and monitor progress.
4. Using common assessments, teachers will plan and provide targeted small group instruction for all students.
5. Teachers will create differentiated centers to address the varying levels of students' academic needs.
6. Students will be provided an opportunity to attend before and after-school tutoring for remediation.

Person Responsible   Linda Graham (grahaml@duvalschools.org)

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.

All children benefit when parents, families, and community members are involved with schools. Sabal Palm will take a comprehensive approach to the partnership to address the needs of all students and parents (e.g., foster parents, ESOL, and parents with special needs,) to ensure that barriers will not impede their academic success. The school will effectively communicate with families and families with special circumstances in terms of transportation needs and personal needs. Sabal Palm will provide translators, interpreters, etc., for individuals needing these services. The school will also offer meetings and activities at various times of the day to ensure all parents are afforded an opportunity to attend events, before school, during school, and after school. Sabal Palm has created a positive and productive school environment where students thrive with the support and involvement of all stakeholders; parents, students, staff, and community members. We believe that all stakeholders play an essential role in educating our youth, and their involvement positively impacts their success. Colleagues, including classroom teachers, paraprofessionals, ESE teachers, Speech, OT, and PT staff, work collectively to meet the needs of every student and work closely to communicate with parents about student social, emotional, and academic progress.

We will continue to work on maintaining a positive school culture and environment for all stakeholders. Our goal will be to increase the partnership between the community and the school.

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

PTA and SAC meet monthly with school administration as key contributors to promoting our school culture and attaining academic goals. All stakeholders are encouraged and invited to all school events and activities at Sabal Palm. The school promotes district and community events to ensure all stakeholders are abreast of what is available in the district and school community.