Seminole County Public Schools

Sabal Point Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Sabal Point Elementary School

960 WEKIVA SPRINGS RD, Longwood, FL 32779

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

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Sabal Point Elementary will provide a learning environment that empowers students to embrace diversity, acquire knowledge independently, become lifelong learners and productive citizens. The staff, parents, and community will work collaboratively to provide a safe, healthy, and nurturing environment which fosters the academic, emotional, social, and physical growth of all students. We will promote lifelong learning and cultivate intellectual curiosity by providing a rigorous, balanced, and engaging curriculum. SPE will equip students with the skills necessary to meet opportunities and challenges with resilience, perseverance, and determination.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stokes, Shannon	Principal	Overall function of school operations and instructional success of the school
Nycz, Melissa	Assistant Principal	Assists the Principal in overall function of school operations and instructional success of the school
Mays, Cornelius	Administrative Support	Assists the Principal in overall function of school operations and instructional success of the school
Olvey, Maura	Instructional Coach	Assists the Principal in overall function of school operations and instructional success of the school
Geddie, Stephanie	School Counselor	Assists the Principal in overall function of school operations and instructional success of the school
Darby, Cheryl	Instructional Coach	Assists the Principal in overall function of school operations and instructional success of the school
Staudte, Danielle	Other	Assists the Principal in overall function of school operations and instructional success of the school

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

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

Sabal Point Elementary reviewed 5 Essentials, Snapshot Survey and Safety Survey feedback from parents,
teachers and students. Feedback was disaggregated to determine areas of concern and improvement for inclusion in the SIP. Our SAC reviews the SIP and provides feedback before final SIP approval.

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

The SIP will be regularly monitored for effective implementation and impact on increasing academic achievement throughout the year, in particular with our black students. In order to determine if students achieve academic success, Administration will conduct frequent classroom walkthroughs, provide immediate feedback, encourage teachers to participate in weekly PLC's with the Reading Coach and Math Coach, attend weekly MTSS meetings to monitor the academic progress of students, and attend frequent Data Chats to review data and determine interventions and differentiated instructional needs. Administration will schedule and participate in weekly Leadership Team Meetings with the coaches, intervention teachers and support staff to closely monitor unit assessments, iReady lessons and pass rates, FAST scores and percentile ranks and other progress monitoring assessments with an emphasis on our Lowest Quartile students. The goal is for all students to achieve academic success at Sabal Point Elementary.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	35%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)*

	Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	32	23	14	17	16	0	0	0	111
One or more suspensions	2	3	2	1	2	2	0	0	0	12
Course failure in English Language Arts (ELA)	6	10	13	0	2	3	0	0	0	34
Course failure in Math	6	9	7	2	1	5	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	1	18	8	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	1	5	11	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	4	9	10	11	5	0	0	0	44

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	12	10	3	14	9	0	0	0	55

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	6	2	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	0	0	0	1	0	0	0	3
Course failure in ELA	1	14	3	0	0	2	0	0	0	20
Course failure in Math	1	12	4	0	1	0	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	5	8	16	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	4	9	13	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	1	0	1	1	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	11	0	5	3	2	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	0	0	0	1	0	0	0	3
Course failure in ELA	1	14	3	0	0	2	0	0	0	20
Course failure in Math	1	12	4	0	1	0	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	5	8	16	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	4	9	13	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	1	0	1	1	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	11	0	5	3	2	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	71	61	53	77	65	56	82		
ELA Learning Gains				75			83		
ELA Lowest 25th Percentile				50			63		
Math Achievement*	83	64	59	86	46	50	81		
Math Learning Gains				75			70		
Math Lowest 25th Percentile				63			53		
Science Achievement*	75	65	54	84	65	59	74		
Social Studies Achievement*					62	64			
Middle School Acceleration					45	52			
Graduation Rate					62	50			
College and Career Acceleration						80			
ELP Progress	73	77	59				79		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	73			
AMI				
ASN	96			
BLK	35	Yes	2	
HSP	72			
MUL	84			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	79			
FRL	61			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	62			
AMI				
ASN	89			
BLK	38	Yes	1	
HSP	67			
MUL	81			
PAC				
WHT	78			
FRL	61			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	71			83			75					73
SWD	36			51			36				4	
ELL	62			85							3	73
AMI												
ASN	92			100							2	
BLK	29			60							3	
HSP	68			78			66				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	81			86							2	
PAC												
WHT	75			86			82				4	
FRL	59			70			58				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	77	75	50	86	75	63	84					
SWD	46	50	45	50	46	26	57					
ELL	59	50		71	67							
AMI												
ASN	77			100								
BLK	29	36	36	46	43		36					
HSP	72	65	42	81	67	63	76					
MUL	77	94		77	76							
PAC												
WHT	83	79	56	92	79	68	91					
FRL	65	65	42	74	63	47	71					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	82	83	63	81	70	53	74					79
SWD	48	62	50	47	52	47	39					
ELL	62			76								79
AMI												
ASN	92			92								
BLK	56	73		56	36		40					
HSP	76	83	91	74	60		72					82
MUL	81	70		87	90		55					
PAC												
WHT	86	85	55	86	76	57	82					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	70	78	73	68	56	53	62					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	77%	61%	16%	54%	23%
04	2023 - Spring	78%	66%	12%	58%	20%
03	2023 - Spring	71%	60%	11%	50%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	66%	34%	54%	46%
03	2023 - Spring	90%	66%	24%	59%	31%
04	2023 - Spring	80%	68%	12%	61%	19%
05	2023 - Spring	78%	44%	34%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	75%	64%	11%	51%	24%

III. Planning for Improvement

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

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

Based on the 2023 FAST data, ELA and Science demonstrate the greatest need for improvement.

Upon reflection, the contributing factors to this need for improvement included a new Reading Coach with only intermediate experience, newly hired teachers (with and without an education background), lack of staff to provide support to our teachers (due to subbing in classrooms and supporting new teachers school-wide).

With the start of a new school year, we have created an Action Plan to address this need for improvement in the areas of ELA and Science. We hired a new Reading Coach with both primary and intermediate experience, scheduled weekly PLC's and MTSS meetings, created collaborative planning sessions this summer for our teachers to get a head start on the planning and preparation of rigorous lessons and differentiated instruction using the SCPS Framework, prepared resources for teachers to use in small groups, encouraged teachers to attend the BEST Summer Ever 2023, and created a schedule for teachers to observe their peers engaged in effective teaching practices. The Reading Coach and Reading Intervention Teachers will also support our Tier 3 students in small groups to increase academic achievement and proficiency on the 2024 FAST assessment.

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

One major trend in our FAST Data is the proficiency percentage of our ELA scores (10% lower than Math).
FAST ELA: 75% (2% decline from 2022)
3rd Grade – 71%
4th Grade – 78%
5th Grade – 77%

FAST Math: 85% (1% decline from 2022)
3rd Grade – 90%
4th Grade – 80%
5th Grade – 85%

Another trend in our assessment data is the proficiency percentage of our Science scores (almost 10% lower than the 2022 FSA Science scores).

FAST Science (7% decline from 2022)
5th Grade – 75%

Upon reflection, the contributing factors to this need for improvement included a new Reading Coach with only intermediate experience, newly hired teachers (with and without an education background), and lack of staff to provide support to our teachers (due to subbing in classrooms and supporting new teachers school-wide).

With the start of a new school year, we have created an Action Plan to address this need for improvement in the areas of ELA and Science. We hired a new Reading Coach with both primary and intermediate experience, scheduled weekly PLC's and MTSS meetings, created collaborative planning sessions this summer for our teachers to get a head start on the planning and preparation of rigorous lessons and differentiated instruction using the SCPS Framework, prepared resources for teachers to use in small groups, encouraged teachers to attend the BEST Summer Ever 2023, and created a schedule for teachers to observe their peers engaged in effective teaching practices. The Reading Coach and Reading Intervention Teachers will also support our Tier 3 students in small groups to increase academic achievement and proficiency on the 2024 FAST assessment. Our Math/Science

Coach will focus on planning and preparation, teaching the standards, modeling lessons and ensure teachers are following the SCPS Framework with fidelity.

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

All data components are above the state average.

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

Based on the 2023 FAST scores, Third Grade and Fifth Grade showed the most improvement in the area of Math (Both ranked FIRST in the District).

Upon reflection, the contributing factors to this improvement included an experienced Math Coach who supported teachers in weekly PLC's, weekly MTSS meetings, professional development, Data Chats and modeled lessons. The Math Coach also supported our Tier 3 students in math three days a week focusing on their areas of weakness to increase academic achievement.

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

Student attendance and on-grade level performance in ELA and Math

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

1. Academic Achievement - Increase the percent of students proficient in Reading and Science on the 2024 FAST assessments.
2. Academic Achievement – Increase the percent of black and ELL students proficient in Reading, Math and Science on the 2024 assessments.
3. Relationships - Increase/Improve Collective Responsibility among teachers/staff.
4. Safety - Increase/Improve safety measures and students' awareness/perceptions of safety at Sabal Point.

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

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increasing academic achievement of Black/African American students. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for Black/African American students.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Shannon Stokes (shannon_akerson@scps.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady or iStation, Success for All – FastTrack Phonics (at Title 1 schools), Reading Mastery, FastForward, Corrective Reading, Quick Reads and Elements of Reading.

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, DreamBox, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.
All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan.

Math- All the listed interventions have research-based evidence for efficacy.
Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

<div style="background-color: #e0c878;">

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.

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What do we want all students to do?

By the end of the 2023-2024 school year, our goal is for all students to be proficient in ELA, Math and Science based on the Statewide Assessments and 75% of our Lowest Quartile (Low 30) students will demonstrate at least one year's growth, or learning gains, as measured by the statewide assessments in ELA, Math and Science.

How will we know if they learn it?

In order to know if students "learn it," teachers will monitor student data and adjust instruction accordingly. Teachers will participate in weekly PLC's to determine student progress by utilizing formative assessments to drive discussion and instructional strategy review. Other data used throughout the school year will also include progress monitoring using FAST and iReady data, weekly data chats with formative data and summative unit exams. Data will be aligned to standards in ELA, math, science, and social studies. Each week teachers will review data for all students, including subgroups (SWD, ELL, SRD, and tiered students). In addition, Administration will conduct frequent classroom walkthroughs, encourage teachers to participate in weekly PLC's with the Reading Coach and Math Coach, attend weekly MTSS meetings to monitor the academic progress of students, and attend Data Chats to review data and determine interventions and differentiated instructional needs.

How will we respond when some students do not learn?

Teachers and administration will participate in weekly PLC's to review lessons being taught and effective teaching strategies that are utilized in relation to the standards that students did not master. During monthly coaching meetings with the Curriculum Project teachers, classroom teachers and Instructional Coaches, strategies and lessons will be reviewed and adjusted. During these meetings, teachers will discuss whether students struggled to master the standard because of a presentation break down during the core or because the student needs targeted intervention, or whether the student needs differentiated instruction during small group and will plan for immediate adjustments or interventions. Teachers will plan differentiated interventions and provide small group instruction to review/focus on standards that were previously not mastered. This will be aligned with state standards but will specifically target gap achievement for students who lack mastery. Tutorial staff and certified paraprofessionals will also provide additional tutoring and instruction to students who lack mastery in reading and math throughout the year. Tutoring will address benchmarks specifically for each student as identified through data collected from FAST, iReady, classroom formative/summative assessments, and teacher observations.

The Leadership Team will monitor identified students through the MTSS process during weekly PLC's and Data Chats, review data, determine necessary interventions and provide differentiated instruction to ensure every student achieves academic success. Teachers and Instructional Coaches will plan for differentiated instruction and interventions, adjust core instruction, and provide additional targeted intervention support during Gators on the Go.

What evidence/data will there be to reflect monitoring for this strategy/action?

The evidence/data collected will include progress monitoring data, iReady data, FAST data, PLC data and notes. In addition, the weekly data monitoring sheet for Curriculum Project will be used to monitor the effect of Curriculum Project Direct Instruction provided by ESE teachers.

Person Responsible: Shannon Stokes (shannon_akerson@scps.k12.fl.us)

By When: Ongoing throughout the school year

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

5 Essentials Survey indicators for trust, collective responsibility and academic personalism will increase to or remain Well Organized.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Conditions for Learning monitoring will occur during classroom walk through, PLC meetings, attendance and discipline data reviews.

Person responsible for monitoring outcome:

Shannon Stokes (shannon_akerson@scps.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

MTSS methods are research-based and proven to positively impact school climate and increase academic performance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Increase Student Perceptions of Campus Safety
Evidence/data brought to Administration and SRD from students and Student Safety Team (4th & 5th grade students) and Safety Surveys will be monitored during monthly Threat/Safe Team meetings.
Student Safety Team will meet with Administration and SRD monthly to discuss safety concerns and ways to improve safety and student's perception of school safety.

Improve Collective Responsibility Measures

Improvement in Collective Responsibility Measures on 5Essential Survey, feedback from staff during PLC's and Principal Chats. Opportunities for teachers to share, reflect and provide input to increase collective responsibilities which will then increase students' academic achievement. This collaboration will increase proficiency of students across all grade levels. Administration will schedule time for official checkins throughout the school year with individual teachers, provide time for specific feedback in a confidential setting for teachers to feel heard, respected, and supported. When teachers are able to feel supported, they are able to work together in a collective way for the betterment of all students.

Person Responsible: Shannon Stokes (shannon_akerson@scps.k12.fl.us)

By When: Ongoing throughout the school year

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).