Sabal Palm Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Sabal Palm Elementary School

2813 RIDGEWAY ST, Tallahassee, FL 32310

https://www.leonschools.net/sabalpalm

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

Provide the school's vision statement.

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

School Leadership Team, 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
Davis, Shannon	Principal	Shape a vision of academic success for all students; strategic planning, instructional expertise, create a climate hospitable to education; cultivate leadership in others; improve instruction; manage people, data, and other processes.
Steed, Jamie	Assistant Principal	The administrator conducts informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administrator has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally,administrator monitors that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses all in an effort to support the principal's mission and goals for the school.
Brown, Wilfred	Assistant Principal	Improve attendance and reduce negative behaviors; add positive discipline; protect the learning environment in order to support the mission and goals of the principal.
Frazier, Cheryl	Instructional Media	Ensure teachers are supported with supplemental materials that meet state expectations; teach reading and library skills to students in grades K-5
Harris, Solonja	Reading Coach	Leads professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons in order to increase student learning with BEST standards in reading.
Wilson, Fredricka	Math Coach	Backwards plan with teachers; observe and give feedback; model lessons; attend district meetings; provide resources when needed to teach the BEST standards in an effort to increase student learning.

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.

Parents, teachers, administrators, and community members' input during SAC meeting in April; climate and parent surveys; FASTT and STAR scores; EWS data; attendance data

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 leadership team will meet bi-monthly to review data including academic, attendance, and parent/ teacher concerns including an action plan in order to inform instruction and practice.

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	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
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	12	27	27	27	18	31	0	0	0	142
One or more suspensions		2	12	9	18	17	12	0	0	0	70
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	17	22	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	0	4	14	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	2	5	2	8	12	16	0	0	0	45

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	4	3	3	0	0	0	0	0	0	10
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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	12	42	37	23	30	32	0	0	0	176
One or more suspensions	0	4	5	5	12	12	0	0	0	38
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	8	23	27	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	6	19	28	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	1	4	8	17	24	0	0	0	54

The number of students identified retained:

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

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	12	42	37	23	30	32	0	0	0	176
One or more suspensions	0	4	5	5	12	12	0	0	0	38
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	8	23	27	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	6	19	28	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	1	4	8	17	24	0	0	0	54

The number of students identified retained:

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

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*	39	54	53	35	57	56	34		
ELA Learning Gains				54			44		
ELA Lowest 25th Percentile				52			63		
Math Achievement*	48	56	59	45	47	50	29		
Math Learning Gains				65			25		
Math Lowest 25th Percentile				56			22		
Science Achievement*	28	52	54	27	57	59	24		
Social Studies Achievement*					60	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	40	52	59	62			61		

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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	196
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	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99
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	33	Yes	2	
ELL	34	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	35	Yes	1	
MUL	55			
PAC				
WHT	50			
FRL	39	Yes	1	

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	38	Yes	1	
ELL	45			
AMI				
ASN				
BLK	43			
HSP	54			

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%
MUL				
PAC				
WHT	56			
FRL	50			

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	39			48			28					40
SWD	35			33			29				4	
ELL	31			31							3	40
AMI												
ASN												
BLK	39			46			27				4	
HSP	33			48			20				4	39
MUL	40			70							2	
PAC												
WHT	47			53							2	
FRL	40			46			30				5	41

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	35	54	52	45	65	56	27					62
SWD	33	48		40	55	30	19					
ELL	26	50		21	67							62
AMI												
ASN												

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
BLK	30	55	45	43	62	48	17					
HSP	46	50		43	74		45					63
MUL												
PAC												
WHT	53	50		53	67							
FRL	35	56	52	46	66	58	24					63

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	34	44	63	29	25	22	24					61
SWD	38	50		30	20		15					
ELL	15			16								61
AMI												
ASN												
BLK	32	46	64	26	20	25	23					
HSP	30	20		23								60
MUL												
PAC												
WHT	47			41								
FRL	33	40	57	27	24	21	25					50

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	27%	55%	-28%	54%	-27%
04	2023 - Spring	44%	57%	-13%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	52%	-20%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	57%	3%	59%	1%
04	2023 - Spring	46%	58%	-12%	61%	-15%
05	2023 - Spring	38%	52%	-14%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	50%	-27%	51%	-28%

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.

ELA FAST scores for grades 3-5 showed 40% proficiency which was up from 33% the previous year. Low scores in grade 3 were a concern because there was a lack of fluency which is needed for reading comprehension to take place. Students in grade 5 needed to build stamina in reading longer texts.

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

While we saw no decline in the three subjects tested, science was stagnant at 27%. Students' reading deficiencies created a barrier in answering science questions correctly.

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.

We were below the state (50%) in ELA. The scores strongly reflect the losses caused by the disruption of the COVID-19 pandemic. Remote learning was not successful for most students who struggled to learn virtually. Attendance during online and in-person learning also contributed to the gap in scores.

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

Math data showed the most improvement from 2021-22. A new instructional coach was hired to work more closely with teachers. A teacher-led spiral review of standards was implemented as well as an interactive math program requiring students to show the thought process while solving math problems.

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

Attendance and discipline are our greatest concerns from EWS data. When students are not at school, they cannot learn. Students with a history of trauma exhibit behaviors that are not conducive to the learning environment.

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

ELA proficiency (1); attendance (2); science (3); math (4); and writing proficiency (5).

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Sabal Palm will retain current teachers for the following school year by providing behavior professional development and additional support from inside and outside sources and by providing extra support through our beginning teacher cadre with a book study and reinforcing classroom management.

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

80% of teachers will remain at Sabal Palm for the 2024-2025 school year.

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

Feedback from the climate survey taken in the fall; team leader meeting feedback; feedback from the Teacher Union representative; amount of transfers to other schools

Person responsible for monitoring outcome:

Shannon Davis (daviss5@leonschools.net)

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.)

Everyone, through collaboration and teamwork, will be associated with the school and how we work together to create opportunities for growth that would be unachievable through individual work.

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

PLCs are based on a shared vision, values, and goals of the school.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

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.

Sabal Palm's 3rd-5th grades had a slight increase in ELA scores from 33% to 40% proficiency. This data informs our instruction because we need to spend more time on reading comprehension. In K-2, our data shows us that we need to work on phonics and fluency skills in reading.

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

Sabal Palm would like our ELA proficiency to show an increase to 55% in grades 3-5.

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

Student data will be monitored by the reading coach and administrative team in Savvas, Lexia, STAR, FAST, and/or iReady. This will allow teachers to identify student areas of success and need. Instructional decisions will be made to best support all students while reviewing data with teachers.

Person responsible for monitoring outcome:

Jamie Steed (steedj@leonschools.net)

Evidence-based 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.)

Sabal Palm has added support staff to assist with remediating targeted students through small group instruction and differentiation.

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

Intervention groups will consist of the use of a variety of evidence based programs and strategies including UFLI, Savvas interventions, Phonics for Reading, Lexia, and Corrective Reading. Teachers have received training in Savvas and UFLI and will continue to be supported by the Reading Coach. The Reading Coach will host bi-weekly curriculum and data chats.

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.

Targeted small groups for interventions in ELA

Person Responsible: Solonja Harris (harriss@leonschools.net)

By When: Groups will be fluid due to the ebb and flow of student need. Data will be reviewed periodically each nine week period.

Curriculum and Data Chats

Person Responsible: Solonja Harris (harriss@leonschools.net)

By When: Bi-Weekly with teachers

No description entered

Person Responsible: [no one identified]
By When:

No description entered

Person Responsible: [no one identified]
By When:

#3. Instructional Practice specifically relating to Science

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.

Science had a slight increase from 27% to 28%. Our data shows the need to focus on complex science concept and more hands-on activities for students.

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

Sabal Palm will have 35% of the tested students demonstrate proficiency on the statewide science assessment.

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

Our school will progress monitor students in Science three times a year (Fall, Winter, Spring). Our data team will review student progress and understanding of concepts monthly.

Person responsible for monitoring outcome:

Jamie Steed (steedj@leonschools.net)

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.)

Teachers will utilize data from progress monitoring scores given three times a year to provide standard based instruction. The objective is to expose students to the standards they will be assessed on in multiple platforms. Standards will be broken down by complexity and students will receive more opportunities for hands-on lab experiences.

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

Because we have had some success in science, we will continue focusing on complex science concepts and providing more hands-on application, students will become more familiar with the scientific process and domain-specific vocabulary by focusing on close monitoring of data related to instructional practice.

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.

Progress monitoring and data collection

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

By When: Progress monitoring three times a year (Fall, Winter, and Spring)

Hands-on labs and experiments based on standards

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

By When: Bi-weekly chats with the science teacher.

#4. ESSA Subgroup specifically relating to Students with Disabilities

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.

Mathematics proficiency and learning gains.

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

60% of students at all grade levels will be proficient in math as assessed by FAST TESTING PM1-PM3 and STAR Math TESTING PM1-PM3.

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

Math scores will be monitored through PLCs data chats and close observation by the math coach and administration team. Teachers will use Go Math, iReady Math, Reflex and Frax, small group intervention and reteaching to support students in math. Spiral teaching of the standards will expose students to strands early and check for understanding on a daily basis.

Person responsible for monitoring outcome:

Fredricka Wilson (wilsonf1@leonschools.net)

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.)

Through direct instruction, small groups, and technology, students will develop mathematical understanding and procedural skill fluency.

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

The standards detail the knowledge and skills content, and processes students need to be proficient at their grade level. Effective instruction is needed to bridge the gap between expectations of the standards and the desired student learning and achievement. Small group instruction and technology will provide a way to build on prior skills and knowledge as well as correct any misunderstandings in each strand.

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.

Daily walkthroughs by math coach and administration to ensure standards are being taught with fidelity.

Person Responsible: Fredricka Wilson (wilsonf1@leonschools.net)

By When: Weekly

Create Tier II and III groups after collecting data from PM1. Begin groups and observe for fidelity in teaching standards.

Person Responsible: Fredricka Wilson (wilsonf1@leonschools.net)

By When: September 5, 2023.

Create Tier II and III groups after collecting data from PM1. Begin groups and observe for fidelity in teaching standards.

Person Responsible: Fredricka Wilson (wilsonf1@leonschools.net)

By When: September 5, 2023.

#5. Instructional Practice specifically relating to Math

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.

Mathematics proficiency and learning gains.

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

60% of students at all grade levels will be proficient in math as assessed by FAST TESTING PM1-PM3 and STAR Math TESTING PM1-PM3.

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

Math scores will be monitored through PLCs data chats and close observation by the math coach and administration team. Teachers will use Go Math, iReady Math, Reflex and Frax, small group intervention and reteaching to support students in math. Spiral teaching of the standards will expose students to strands early and check for understanding on a daily basis.

Person responsible for monitoring outcome:

Fredricka Wilson (wilsonf1@leonschools.net)

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.)

Through direct instruction, small groups, and technology, students will develop mathematical understanding and procedural skill fluency.

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

The standards detail the knowledge and skills content, and processes students need to be proficient at their grade level. Effective instruction is needed to bridge the gap between expectations of the standards and the desired student learning and achievement. Small group instruction and technology will provide a way to build on prior skills and knowledge as well as correct any misunderstandings in each strand.

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.

No action steps were entered for this area of focus

#6. ESSA Subgroup specifically relating to English Language Learners

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.

ELL students struggle in reading because English is not their first language.

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

80% of matched students in the subgroup ELL will increase their FAST/STAR ELA score by 10% from PM 1 to PM 3.

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

ELL students are pulled for direct small group instruction and will be monitored by the ELL teacher on a weekly basis.

Person responsible for monitoring outcome:

Shannon Davis (daviss5@leonschools.net)

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.)

ELL students will be monitored daily on their instructional technology program -Imagine Reading and math

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

District selected and approved curriculum

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.

Teachers amd the ESOL teacher will ensure engagement in the daily use of the Imagine It program for reading.

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

By When: By the May 2024

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).

ATSI School: In order to improve the learning outcomes, the following were put into place:
1. Two additional teachers were hired in grades 3 and 5 using Title I funds.
2. Grade level paras were hired to execute Tier II interventions using Title I funds.
3. An attendance initiative was put in place but does not have a funding source at this time. We are working with the non-profit of our Community Partnership School and district Intervention Services Department to provide incentives and reach out to families on a regular basis.
4. Reading coach became state certified and works with teachers daily. Her salary paid with ESSER funding.
5. K-1 utilizing UFLI, we paid to provide the same materials for 2nd grade. Funding was from base budget. Will use these materials in instructional block and for interventions.
6. Tutoring after school will begin in the winter and will be funded by Title I and School Improvement. Taught by certified teachers for up to two hours, twice per week.
All Title I and School Improvement expenditures were allocated based on feedback from the community, faculty, and staff and approved by the School Advisory Council (SAC).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

Utilization of UFLI Foundations focusing on the science of reading including: phonemic awareness, blending, new concepts, word work, irregular words, and connected text. Taught through warm ups, guided practice, and reading and writing activities at the word and text level. Utilization of Saavas writing and vocabulary weekly. This focus on the process of reading acquisition, key linguistic elements, and evidence-based instructional methods will build reading skills and eventually fluency.

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

A focus on small group interventions that will differentiate instruction for students. This will provide additional layers of support for all students.

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

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

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

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

Grades K-2 Measurable Outcomes

55% of matched students in grades K-2 will demonstrate at or above standard or proficient on the Renaissance STAR assessment by May 2024.

Grades 3-5 Measurable Outcomes

55% of matched students in grades 3-5 will demonstrate proficiency at a level 3 or higher on the FAST assessment by May 2024.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

K-2 teachers will provide data bi-weekly including STAR, UFLI weekly assessments, Saavas assessments, and units passed in Lexia. 3-5 teachers will provide data bi-weekly including FAST, Saavas Magnetic Reading assessments, and Lexia units passed. All ELA teachers will attend weekly training with the reading coach and will be observed by the state representative, certified reading coach, and administration. In addition, Tier II and III groups will be monitored for decreased/increased quantity of students.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Davis, Shannon, daviss5@leonschools.net

Evidence-based Practices/Programs

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

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

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

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

K-2 Practices/Programs: Intensive support in Phonics and Phonemic Awareness instruction and activities using UFLI.

3-5 Practices/Programs: Small group differentiated instruction, Tier 2 and Tier 3 programs (Savvas interventions, Lexia, Corrective Reading, and iReady).

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

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

Small group differentiated instruction with the programs we have in place are proven to be effective. We will utilize these programs and practices to increase and strengthen our core instruction and progress monitor students in Tier 2 and Tier 3 groups. We will continue to build our teachers' knowledge and provide professional development in the five areas of reading. Our Reading Coach and administrative team will work closely with grade level teams to provide professional development. Our teachers will also participate in PLCs to collaborate and work on building capacity with research based practices for students in the area of reading. By meeting bi-weekly for data digs with teachers, the PST team will assist in identifying students of concern.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Coaching- We have a full time Reading coach that works closely with grade levels. She will provide coaching to teachers in the area of teaching reading as well as professional development on small group differentiated instruction. She will assist teachers with planning standards-based lessons. She will also work with administration and participate in monthly data digs with grade levels, looking at specific ELA standards that need to be re-taught and need additional support. She will work closely with the intervention team to assess, plan, and monitor Tier 2 and/or Tier 3 interventions to students in MTSS. Additionally, our Literacy Leadership Team Chair and administration will meet with the team quarterly to analyze schoolwide data, as well as plan and prepare literacy activities, parent involvement events, and contribute to the overall positive growth in growing successful and fluent readers.	Harris, Solonja, harriss@leonschools.net
Assessment- Our students will be assessed three times per year on FAST in the area of Reading. After each progress monitoring window, the PST team will review the data and analyze specific areas of need and/or areas of celebration. The Reading Coach will then meet with grade level teams to plan and prepare lessons based on the data provided during the progress monitoring window. Our students will also have the opportunity to practice specific standards and skills needed through UFLI (K-2) and/or iReady. This adaptive practice will allow students to receive intervention and/or enrichment for needed areas based on assessment data, teacher observation, and formal/informal assessments. Additionally, after reviewing PM1 data, we will identify and select specific students to participate in afterschool tutoring opportunities. We will do the same after PM2 for another session of tutoring for identified students.	Davis, Shannon, daviss5@leonschools.net
Professional Learning - Our school will host bi-weekly professional learning community (PLCs) sessions for educators to reflect on instructional practices and strategies. Training sessions will include Lexia Core 5, STAR/STAR Early Literacy, Savvas, UFLI, and allow for additional trainings identified through teacher and student data.	Davis, Shannon, daviss5@leonschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is provided to parents and community members attending SAC and/or PTO meetings. Copies of the SIP will be provided to any stakeholder who requests a copy. The SIP is also located on the school's website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent-teacher conferences are required during the first 9 weeks of school and should continue with documentation throughout the school year. A Title I parent night will be executed each month and will provide families with information about the school and how to best help their child at home. Our volunteer and mentor program allows the community to pour back into the lives of students. Information about the school is located at https://leonschools.net/sabalpalm

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school has a tutoring program that is separate from the academic-based 21st Century program. Tutoring provides more contact time and allows for more individualized instruction. The areas of focus for tutoring are ELA and math only. For science, our school has a robotics program and also offers the Young Engineers program to increase interest and experience in science and technology.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We offer three certifications in technical education. Students in grades 3-5 take technology courses during their special area time.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

A full-time guidance counselor meets with each class each week and also provides counseling when needed. As a Community Partnership School, we also have two other agencies who come in for counseling on a regular basis. Other support services include mentoring, dental care on site, food for families, and after school programs such as First Tee Golf, violin lessons, Young Engineers program, and student government.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students in grade three tour Tallahassee Community and Lively Vocational Center, students in grade four tour the FAMU campus, and grade five students tour Florida State University to learn what their future could be in they continue to work hard. We also offer three CTE certifications in technology during school hours.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Each teacher team uses Tier I for classroom behavior with the support of a district and school behavior specialist. Tier II behavior require a specific behavior plan by the teacher(s) of the student and weekly groups with a counselor in social skills, Tier III students will receive more individual assistance and may require a BIP to see if additional support is needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning for K-2 in UFLI was completed by the state-certified reading coach. Grade level paras were hired to teach Tier II interventions and to complete CBM progress monitoring. All teachers are currently being trained by Boys Town to decrease negative behaviors in order to increase instructional time. Teachers also received training on the new Go Math curriculum. Intervention groups are determined by PM 1 and OM 2 FAST/STAR data and are evaluated on a regular basis.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school works with the district Pre-K office to place students in classes, including VPK, throughout the school year. We offer orientations which include a Ready for School packet for parents of students in Pre-K, Head Start, and other daycare programs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA				$3,054.41
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	7100	0071 - Sabal Palm Elementary School	School Improvement Funds		$3,054.41

		Notes: After school tutoring hourly wages for certified teachers (School improvement funds)	
3	III.B.	**Area of Focus: Instructional Practice: Science**	**$0.00**
4	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**	**$0.00**
5	III.B.	**Area of Focus: Instructional Practice: Math**	**$0.00**
6	III.B.	**Area of Focus: ESSA Subgroup: English Language Learners**	**$0.00**
		Total:	**$3,054.41**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No