

Leon County Schools

Sabal Palm Elementary School



2018-19 School Improvement Plan

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Sabal Palm Elementary School

2813 RIDGEWAY ST, Tallahassee, FL 32310

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	C	D*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Robinson, Anicia	Principal
Wallace, Jameeka	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	11	16	24	19	8	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	44	35	21	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	12	26	21	0	0	0	0	0	0	0	59

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	18	25	15	0	0	0	0	0	0	0	59

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	1	2	11	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	16	10	13	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	9	4	7	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	20	16	26	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	18	27	0	0	0	0	0	0	0	45

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	8	10	19	0	0	0	0	0	0	0	37

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	16	10	13	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	9	4	7	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	20	16	26	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	18	27	0	0	0	0	0	0	0	45

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	8	10	19	0	0	0	0	0	0	0	37

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading proficiency is one of the low performing areas. Yes this has been a trend over the last few years.

Which data component showed the greatest decline from prior year?

The data area that shows the steepest decline from the prior year is in Learning gains for Mathematics.

Which data component had the biggest gap when compared to the state average?

Science Achievement, ELA Achievement, Math Achievement when compared to the state average shows the biggest gap.

Which data component showed the most improvement? Is this a trend?

ELA Proficiency showed the most improvement. This is not a trend.

Describe the actions or changes that led to the improvement in this area

The have been many changes made in restructuring grade levels, looking at strategic grouping of students to maximize student achievement

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	57%	56%	39%	59%	55%
ELA Learning Gains	47%	53%	55%	58%	57%	57%
ELA Lowest 25th Percentile	67%	46%	48%	44%	51%	52%
Math Achievement	47%	61%	62%	44%	61%	61%
Math Learning Gains	52%	55%	59%	56%	58%	61%
Math Lowest 25th Percentile	41%	40%	47%	61%	47%	51%
Science Achievement	29%	52%	55%	31%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26 (0)	11 (0)	16 (0)	24 (16)	19 (10)	8 (13)	104 (39)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (9)	0 (4)	0 (7)	0 (20)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	44 (20)	35 (16)	21 (26)	101 (62)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	26 (18)	21 (27)	59 (45)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	61%	-20%	57%	-16%
	2017	39%	62%	-23%	58%	-19%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	40%	58%	-18%	56%	-16%
	2017	32%	59%	-27%	56%	-24%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2018	28%	57%	-29%	55%	-27%
	2017	39%	61%	-22%	53%	-14%
Same Grade Comparison		-11%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	64%	-17%	62%	-15%
	2017	35%	60%	-25%	62%	-27%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	51%	62%	-11%	62%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	35%	64%	-29%	64%	-29%
Same Grade Comparison		16%				
Cohort Comparison		16%				
05	2018	32%	58%	-26%	61%	-29%
	2017	49%	63%	-14%	57%	-8%
Same Grade Comparison		-17%				
Cohort Comparison		-3%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	50	47		65	65						
BLK	36	43	61	38	42	36	26				
HSP	42	63		67	69						
MUL	70										
SWD	31	35		32	36		23				
FRL	41	48	67	48	53	41	29				
ELL	14			50							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	29			29							
BLK	37	55	41	43	56	53	28				
HSP	44	77		50	62						
MUL	55			73							
SWD	12	27		6	45						
FRL	37	57	45	44	55	65	27				
ELL	18			18							

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA
Rationale Increase student performance in proficiency, % making learning gains, lowest 25% making learning gains
Intended Outcome Proficiency: move from 39 to 52
 Making Learning Gains: 52 to 65
 Lowest 25% Making Learning Gains: 64 to 69
Point Person Anicia Robinson (robinsona2@leonschools.net)

Action Step

Description Weekly progress monitoring, bi-weekly data chats with progress matrix, bi-weekly team meetings, subject specific professional development
Person Responsible Anicia Robinson (robinsona2@leonschools.net)

Plan to Monitor Effectiveness

Description Data Chats, progress matrix, school wide interventions and class rostering.
Person Responsible Anicia Robinson (robinsona2@leonschools.net)

Activity #2

Title Math
Rationale Increase student performance in proficiency, % making learning gains, lowest 25% making learning gains
Intended Outcome Proficiency: move from 45 to 55
 Making Learning Gains: 54-63
 Lowest 25% Making Learning Gains: 52 to 60
Point Person Jameeka Wallace (wallacej2@leonschools.net)

Action Step

Description Weekly progress monitoring, bi-weekly data chats with progress matrix, bi-weekly team meetings, subject specific professional development
Person Responsible Jameeka Wallace (wallacej2@leonschools.net)

Plan to Monitor Effectiveness

Description Data Chats, progress matrix, school wide interventions and class rostering.
Person Responsible [no one identified]

Activity #3

Title	Science
Rationale	Increase student performance in proficiency.
Intended Outcome	Proficiency: move from 29 to 35
Point Person	Anicia Robinson (robinsona2@leonschools.net)

Action Step

Description Weekly progress monitoring, bi-weekly data chats with progress matrix, bi-weekly team meetings, subject specific professional development

Person Responsible Anicia Robinson (robinsona2@leonschools.net)

Plan to Monitor Effectiveness

Description Data Chats, progress matrix, school wide interventions and class rostering.

Person Responsible Anicia Robinson (robinsona2@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The results from the previous school year's survey yielded barriers that inhibited parental involvement stemming from transportation and childcare obstacles. There was also a need to focus on curriculum based parental skills, technology and the skills necessary for student promotion and promotion requirements.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Operational school based team meets weekly to discuss student barriers with academic and social success.
- Mentors are assigned to students with identified concerns.
- Guidance Groups are created to address the prior year top referral students.
- Instructional and extracurricular activities are provided that address social/emotional needs of students.

- Students are connected with local community agencies (CCYS, etc)
- Engage with identified staff members to provide a differentiated delivery of services based on school and student need (intervention team)

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussions about student learning. School personnel can clearly link collaboration to improvement results in instructional practices and student performance.

Pre-K students have a kindergarten orientation day where their families are invited to tour the campus and learn the ins and outs of kindergarten. They are provided with kindergarten readiness information and screening information.

5th grade to 6th grade transition: students are provided with shadowing days at their desired middle school and also with visits from middle school administration and staff. There are middle school parent nights set up at the school where 5th grade parents are invited to learn more about the unique programs at each middle school. School Choice paperwork is provided and 6th grade transitional assessments are also provided to the students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Monthly meetings ensure collaboration and coordination between district offices: Title I A & D, title III ESOL, and Title IV A & B and Safety and Drug Free Schools, Title V, Title X Homeless, ESE, Curriculum Support, Testing Research, and Evaluation, Title VI and School Improvement Department, Finance Office, Personnel, Facility Office and Superintendent. This coordination of efforts between district departments and a focus on increasing student academic achievement eliminates duplication of training.

The Title I Academic Coordinator and Title I/Title II Developer facilitate and coordinate district office and individual school's staff development plans to ensure that each school's unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and state assessment data.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students with an interests in academic clubs are presented with opportunities to join the robotics club. The students are afforded an opportunity to learn about technology and STEM related activities and partner with community resources.

Part V: Budget

Total:	\$13,494.00
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