

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

**Sabal Point Elementary School**

**School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## School Information

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### **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.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

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.

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

Sabal Point has a schoolwide PBiS System in place with representation from each each team. Individual students and classes can be nominated for awards and monthly incentives.

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.**

All stakeholders involved with Sabal Point work to promote a positive culture and environment. Administrators support staff through professional development, professional learning communities and staff meetings to meet the academic and social/emotional needs of our students. All stakeholders (classroom teachers, ESE teachers, ESOL teachers, instructional coaches, support staff, parents, community, business partners and school board members) work together to build positive relationships with our students.

**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.**

Through our referral process to the school guidance counselor and social worker students are identified that may need additional emotional support through either internal or external support systems. Additionally, we have a licensed mental health counselor available to work with those students who may require additional support.

**List the members of the leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Shannon Stokes	Principal	<a href="mailto:Shannon_stokes@scps.k12.fl.us">Shannon_stokes@scps.k12.fl.us</a>	Overall function of school operations and instructional success of the school
Melissa Nycz	Assistant Principal	<a href="mailto:melissa_nycz@scps.k12.fl.us">melissa_nycz@scps.k12.fl.us</a>	Assist principal in overall function of school operations and instructional development
Lisa Downing	Reading Coach	<a href="mailto:downinlz@scps.k12.fl.us">downinlz@scps.k12.fl.us</a>	Assist principal in overall function of school operations and instructional development
Maura Olvey	Math Coach	<a href="mailto:maura_olvey@scps.k12.fl.us">maura_olvey@scps.k12.fl.us</a>	Assist principal in overall function of school operations and instructional development
Stephanie Geddie	School Counselor	<a href="mailto:stephanie_gedde@scps.k12.fl.us">stephanie_gedde@scps.k12.fl.us</a>	Assist principal in overall function of school operations and instructional development
Cornelius Mays	SAM	<a href="mailto:cornelius_mays@scps.k12.fl.us">cornelius_mays@scps.k12.fl.us</a>	Assist principal in overall function of school operations and instructional development

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Lisa Downing	Reading Coach	<a href="mailto:downinlz@scps.k12.fl.us">downinlz@scps.k12.fl.us</a>	Support the Literacy needs and goals of the school
Shannon Stokes	Prinicpal	<a href="mailto:shannon_stokes@scps.k12.fl.us">shannon_stokes@scps.k12.fl.us</a>	Support the Literacy needs and goals of the school
Melissa Nycz	Assistant Principal	<a href="mailto:melissa_nycz@scps.k12.fl.us">melissa_nycz@scps.k12.fl.us</a>	Support the Literacy needs and goals of the school
Cindy Gardner	Teacher	<a href="mailto:cindy_gardner@scps.k12.fl.us">cindy_gardner@scps.k12.fl.us</a>	Support the Literacy needs and goals of the school
Savanna Wilkins	Teacher	<a href="mailto:willissz@scps.k12.fl.us">willissz@scps.k12.fl.us</a>	Support the Literacy needs and goals of the school

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## Student Transition and Readiness

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

At Sabal Point Elementary School, all students in grades K-5 participate in computer science classes. Through our CS2020 program, all students are exposed to coding and programming. Students in kindergarten learn to code a “bee-bot” to follow directions. As students increase in grade level, the exposure and level of difficulty increase each year. Additionally, students in 4th grade have the opportunity to participate in our SECME program where they engage in advanced science and engineering projects. Students in 5th grade have the opportunity to participate in our Robotics program where they compete throughout surrounding counties and the state

**Identify the career and technical education programs available to students and industry or community organizations.**

'- Computer Science and coding lessons at each grade level K-5 - SECME - Robotics - Computer class as part of our specials rotation - News Crew (GNN) - CS2020 - Student Council

## Elementary Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

  

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

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## Essential Instructional Priority 1 – Quality Instruction

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### Student Owned Progress Monitoring Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Leadership Team monitoring of student data notebooks	Leadership Team	on-going	N	Weekly	Walk-through data, PLC notes
Teacher/Student Data Chats	Teachers, Leadership Team	on-going	N	Monthly	Data notebooks, PLC notes, walk through comments



### Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
One on One Data Chats with Teachers	Administration	On-Going	N	After each diagnostic and 4-6 week intervals in between	Data boards, walk-through comments
PLC Data Chats	Leadership Team	on-going	N	Weekly	PLC Notes
iReady Data Boards	Leadership Team	August, December, May	Y	After each Diagnostic	Data Boards

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
One on one data chats with administration	Teachers, Administration, Leadership Team	On-Going	N	Monthly	Walk through notes
Monitoring i-ready data including stretch goals	Teachers, Administration, Leadership Team	On-Going	N	Weekly	Weekly iReady progress pass rate
Monitoring progress in leadership and MTSS team meetings	Teachers, Administration, Leadership Team	On-Going	Y	Weekly	MTSS Notes
Individualized mentoring and data reviews with leadership team members	Teachers, Administration, Leadership Team	On-Going	N	On-going	Walk through notes, PLC Notes
I-ready instructional groups created for weekly monitoring.	Teachers, Administration, Leadership Team	August	N	August	edInsight and iReady Groups

### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
One on one data chats with administration	Teachers, Administration, Leadership Team	on-going	N	on-going	lesson plans, data boards, increased learning gains
Monitoring i-ready data including stretch goals	Teachers, Administration, Leadership Team	on-going	N	on-going	lesson plans, data boards, increased learning gains
Monitoring progress in leadership and MTSS team meetings	Teachers, Administration, Leadership Team	on-going	N	on-Going	lesson plans, data boards, increased learning gains
Increased small group instruction during core instruction	Teachers, Administration, Leadership Team	on-going	N	On-Going	lesson plans, data boards, increased learning gains
Individualized mentoring and data reviews with leadership team members	Teachers, Administration, Leadership Team	on-going	N	on-going	lesson plans, data boards, increased learning gains
I-ready instructional groups created for weekly monitoring.	Teachers, Administration, Leadership Team	on-going	N	Weekly	lesson plans, data boards, increased learning gains

AO opportunities including talent development	Teachers, Administration, Leadership Team	on-going	N	Monthly	lesson plans, data boards, increased learning gains
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Increased rigorous instruction	Teachers, Administration, Leadership Team	on-going	N	On-going	lesson plans, data boards, increased learning gains
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### Tutorial Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
In School Support Personnel to Deliver Small Group Instruction to identified students at risk on FSA	Leadership	Through FSA Testing	N	Daily through May	Weekly status reports with coaches and teachers, MTSS data monitoring, iReady Diagnostic and Growth Monitor Reports
After school online learning tutorial for students	Leadership	Through FSA Testing	N	Two days weekly through May	Weekly status reports with coaches and teachers, MTSS data monitoring, iReady Diagnostic and Growth Monitor Reports

## Elementary Essential Instructional Priority 2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

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## Essential Instructional Priority 2 – Conditions for Learning

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### Attendance Monitoring Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Teachers contact parent after 3 absences and continued communication	Teachers, Administration, Leadership Team	on-going	N	on-going	communication logs
After 10 absences truancy form to admin with monitoring weekly through leadership team	Teachers, Administration, Leadership Team	on-going	N	on-going	Communication logs, MTSS Notes
Referral to social worker if needed	Teachers, Administration, Leadership Team	on-going	N	As needed	MTSS Notes and data

**Safety Survey Action Plan**

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Students will know where hard corners are in all of their classrooms	School Resource Deputy will train all teachers and students regarding the location of hard corners in classrooms. Teachers will review hard corners with students in all classes.	SRD, teachers	ongoing	Y	Quarterly	Safety Training Log
Students will feel safe in all areas of campus	Adherence to PBS programs and procedures	Teachers	Ongoing	N	Daily	Increase in student positive responses to school safety survey



## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Sabal Point works as a collaborative team to build positive relationships between teachers, students, and families through creative outreach efforts. Teachers use communication methods such as newsletters and Skyward to inform parents about student academic and behavior progress, as well as spreading information about classroom and school-wide events. Teachers have Google Classrooms that allow families to see classwork and homework. Teachers also meet with parents at least two times each year to discuss their child’s progress. Sabal Point utilizes the School Messenger system to communicate with parents via email, text, and phone message for school-wide information and reminders. The school also utilizes social media platforms such as Facebook and twitter to communicate upcoming school and community events of interest to our parents.</p>	<p>Leadership Team, Teachers</p>	<p>2021-2022</p>	<p>N</p>	<p>On-going</p>	<p>Surveys and Snapshot Reports</p>

## Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
AO students will be recruited for academic activities such as SECME, Rube Goldberg, and Robotics	Teachers, Administration, GRC Teacher	On-going	N	On-Going	Increase in AO students in academic clubs
Students that scored at least Level 3 and/or demonstrate ability for the challenge of Primes are placed in Primes classes	Administration, Teachers, GRC teacher	On-Going	N	on-Going	Increased numbers of AO students successfully participating in Primes Math
All students identified as AO will participate in talent development	Administration, Teachers, GRC teacher	On-Going	N	On-Going	Increased numbers of AO students involved in Talent Development

## Increasing the Number of Digital Tools Earned Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Sabal Point teachers have developed a plan for implementing the CS2020 Digital Tools Certifications. They embed the lessons within their instruction and scaffold the students Digital Tools instruction.	CS2020 committee	May 2022	Y	Spring 2020	Increased number of students who pass the certification from SY 2020-2021

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning
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The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs	Partially Almost
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School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first	Partially Almost
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## Action Plan

### Indicator 1

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Weekly planning times are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions	Administration	on-going	N	Weekly	Planning time is provided; ESE teachers are included in specific school wide trainings

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### Indicator 2

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals)	Leadership Team	ON-Going	N	Weekly	Roles are clearly identified; ongoing communication; monitors BPIE goals from previous years; key person attends weekly student study meetings and discusses data

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### Indicator 3

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: --- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. --- SWDs are not the sole responsibility of special education personnel during academic and nonacademic school activities. -- School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher). -- All school personnel are trained and responsible for safety and evacuation procedures for SWDs	Administration , Leadership	On-Going	N	Weekly in PLCs	School culture is inclusive of all students regardless of disability.

## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Teacher collaboration in PLCs	1	Twice weekly	High yield strategies, rigorous questioning, formative assessment, data analysis	High yield strategies, rigorous questioning, formative assessment, data analysis	70	Coaches and Administration
Teacher use of Marzano High Yield Strategies	1	Oct PD, on-going	Targeted high yield strategies: 11, 12, 17, 18, 19, 20, 22	Teachers	70	Administration
Opportunities for teachers to observe one another	1	Aug PD - on-going	Instructional expertise will increase as teachers observe other teachers who are experts in the use of high yield strategies	Teachers	70	Administration, coaches, school-wide mentor
Differentiated Instruction for rigor	1	Q1	Rigorous instruction for all students, differentiation for enrichment and remediation	Teachers	70	Administration, Coaches
Social Emotional PD	2	2021-2022	Social and emotional needs of all students	Teachers	70	Administration, ESSS Dept.
School Safety	2	Quarterly	School-based threats, code red and code yellow procedures	All Faculty and Staff	100	SRD
Book study on Cultural Competence Now	3	Spring 2022	Positive relationships, Understanding Bias, Racism, and Privilege	Teachers	70	Administration