SABAL POINT ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shannon Stokes

Position Title

Principal

Job Duties and Responsibilities

Overall function of school operations and instructional success of the school

Leadership Team Member #2

Employee's Name

Melissa Nycz

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the Principal in overall function of school operations and instructional success of the school

Leadership Team Member #3

Employee's Name
Cornelius Mays

Position Title
School Administrative Manager

Job Duties and Responsibilities

Assists the Principal in overall function of school operations and instructional success of the school

Leadership Team Member #4

Employee's Name
Maura Olvey

Position Title
Instructional Coach

Job Duties and Responsibilities

Assists the Principal in overall function of school operations and instructional success of the school

Leadership Team Member #5

Employee's Name
Stephanie Geddie

Position Title
School Counselor

Job Duties and Responsibilities

Assists the Principal in overall function of school operations and instructional success of the school

Leadership Team Member #6

Employee's Name
Cheryl Darby

Position Title
Instructional Coach

Job Duties and Responsibilities

Assists the Principal in overall function of school operations and instructional success of the school

Leadership Team Member #7

Employee's Name

Danielle Staudte

Position Title

Other

Job Duties and Responsibilities

Assists the Principal in overall function of school operations and instructional success of the school

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

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

SIP Monitoring

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**44.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**38.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	1	20	15	14	14	23				87
One or more suspensions	1	3	1	0	2	0				7
Course failure in English Language Arts (ELA)	3	12	10	5	5	4				39
Course failure in Math	2	10	6	2	3	6				29
Level 1 on statewide ELA assessment				3	10	16				29
Level 1 on statewide Math assessment				3	6	18				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	1						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1	1					2

Current Year 2024-25

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	3	14	5	4	9	15				50

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days	9	32	23	14	17	16				111
One or more suspensions	2	3	2	1	2	2				12
Course failure in ELA	6	10	13		2	3				34
Course failure in Math	6	9	7	2	1	5				30
Level 1 on statewide ELA assessment				1	18	8				27
Level 1 on statewide Math assessment				1	5	11				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	4	9	10						44

Prior Year (2023-24) As Last Reported (pre-populated)

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	7	12	10	3	14	9				55

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	6	2							14
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	76	66	57	71	61	53	77	65	56
ELA Grade 3 Achievement **	74	69	58	72	62	53			
ELA Learning Gains	76	62	60				75		
ELA Learning Gains Lowest 25%	66	55	57				50		
Math Achievement *	86	67	62	83	64	59	86	46	50
Math Learning Gains	77	64	62				75		
Math Learning Gains Lowest 25%	56	43	52				63	45	
Science Achievement *	70	68	57	75	65	54	84	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	83	75	61	73	77	59			59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	664
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	75%	73%	73%		72%	70%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	48%	No		
English Language Learners	74%	No		
Asian Students	78%	No		
Black/African American Students	58%	No		
Hispanic Students	72%	No		
Multiracial Students	80%	No		
White Students	76%	No		
Economically Disadvantaged Students	65%	No		

	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%**
Students With Disabilities	42%	No		
English Language Learners	73%	No		
Asian Students	96%	No		
Black/African American Students	35%	Yes	2	
Hispanic Students	72%	No		
Multiracial Students	84%	No		
White Students	79%	No		
Economically Disadvantaged Students	61%	No		

	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%
Students With Disabilities	46%	No		
English Language Learners	62%	No		
Native American Students				
Asian Students	89%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	67%	No		
Multiracial Students	81%	No		
Pacific Islander Students				
White Students	78%	No		
Economically Disadvantaged Students	61%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	76%	74%	76%	66%	86%	77%	56%	70%					83%
Students With Disabilities	33%	46%	57%	56%	47%	57%	50%	40%					
English Language Learners	62%		83%		76%	67%							83%
Asian Students	82%	80%		80%	88%	60%							
Black/African American Students	50%		50%		60%	71%							
Hispanic Students	72%	65%	76%	68%	81%	75%	61%	73%					80%
Multiracial Students	75%		87%		79%	80%							
White Students	80%	82%	77%	74%	90%	79%	59%	68%					
Economically Disadvantaged Students	64%	58%	69%	58%	71%	66%	49%	58%					92%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	71%	72%			83%			75%					73%
Students With Disabilities	36%	43%			51%			36%					
English Language Learners	62%				85%								73%
Asian Students	92%				100%								
Black/African American Students	29%	17%			60%								
Hispanic Students	68%	76%			78%			66%					
Multiracial Students	81%				86%								
White Students	75%	74%			86%			82%					
Economically Disadvantaged Students	59%	58%			70%			58%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	77%	75%	50%	50%	86%	75%	63%	84%					
Students With Disabilities	46%	50%	45%		50%	46%	26%	57%					
English Language Learners	59%		50%		71%	67%							
Native American Students													
Asian Students	77%				100%								
Black/African American Students	29%	36%	36%		46%	43%	36%						
Hispanic Students	72%	65%	42%		81%	67%	63%	76%					
Multiracial Students	77%	94%			77%	76%							
Pacific Islander Students													
White Students	83%	79%	56%		92%	79%	68%	91%					
Economically Disadvantaged Students	65%	65%	42%		74%	63%	47%	71%					

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	70%	67%	3%	55%	15%
Ela	4	72%	62%	10%	53%	19%
Ela	5	80%	63%	17%	55%	25%
Math	3	85%	69%	16%	60%	25%
Math	4	80%	64%	16%	58%	22%
Math	5	72%	43%	29%	56%	16%
Math	6	100%	67%	33%	56%	44%
Science	5	68%	65%	3%	53%	15%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Based on the 2024 FAST scores compared to 2023, Sabal Point showed the most improvement in the area of Reading. Upon reflection, the contributing factors to this improvement included hiring a new Reading Coach who supported teachers in weekly PLC's, weekly MTSS meetings, professional development, Data Chats and modeled lessons. Fifth Grade also took the cohort of students from 69% proficient as 4th graders to 80% proficient as 5th Graders.

ELA Achievement 2023= 71%
ELA Achievement 2024= 76%

Lowest Performance

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

Based on the 2024 FAST data, Lowest Quartile Learning Gains demonstrate the greatest need for improvement. Upon reflection, students who struggle receive targeted intervention instruction, but are not benefiting from core instruction at the the level of the standard. Other outside contributing factors to this need for improvement include learning gaps, student absences, and lack of support and technology at home.

ELA LQ LG 2022= 50%
ELA LQ LG 2024= 66%

MATH LQ LG 2022= 63%
Math LQ LG 2024= 57%

No Data for 2023

Greatest Decline

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

Based on the 2024 FAST data, Science Achievement demonstrates the greatest need for improvement. Upon reflection, the contributing factors to this need for improvement included a lack of focus on fair game science standards and modeled lessons focused on preparing students that showed significant deficits on mastery of prior standards.

Science 2022= 82%
Science 2023= 75%
Science 2024= 70%

Greatest Gap

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.

Sabal Point is above the state average in all academic areas.

EWS Areas of Concern

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

Sabal Point had 17% of students with 15 or more absences and 21% with 10 or more absences during the 2023-2024 school year.

Highest Priorities

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

Lowest Quartile Learning Gains
Science Proficiency
Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is learning gains for the lowest quartile students in ELA. In the 2023-2024 school year, 66% of our lowest quartile students showed learning gains in ELA. Our goal is to increase the percent of students in our lowest quartile making learning gains to at least 75%. This area of focus was identified as a critical need for improvement as our goal is to ensure more students achieve academic learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the percent of students in our lowest quartile making learning gains to at least 75%. This area of focus was identified as a critical need for improvement and our goal is to ensure more students achieve academic learning gains. In the area of literacy, performance data from FAST and iReady in elementary schools is used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from leadership walkthroughs in ELA classrooms are used by the school MTSS Team and administration to help teachers problem solve after the administration of these assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The FAST and iReady data along with the data from leadership walkthroughs in ELA classrooms are used by the school MTSS Team and administration to help teachers problem solve after the administration of these assessments, weekly PLC's and data chats.

Person responsible for monitoring outcome

Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Cheryl Darby (Reading Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials) , iReady (moderate evidence), Reading Mastery (promising evidence) , Corrective Reading (strong evidence), and Quick Reads (strong evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Productive PLC Planning with Teachers, Coaches and Administration

Person Monitoring:	**By When/Frequency:**
Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Cheryl Darby (Reading Coach)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All ELA teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons. PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up a level within a given standard.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is learning gains for the lowest quartile students in math. In the 2023-2024 school year, 57% of our lowest quartile students showed learning gains in math. Our goal is to increase the percent of students in our lowest quartile making learning gains to at least 75%. This area of focus was identified as a critical need for improvement and our goal is to ensure more students achieve academic learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the percent of students in our lowest quartile making learning gains to at least 75%. This area of focus was identified as a critical need for improvement and our goal is to ensure more students achieve academic learning gains. In the area of math, performance data from FAST and iReady in elementary schools is used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from leadership walkthroughs in Math classrooms are used by the school MTSS Team and administration to help teachers problem solve after the administration of these assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The FAST and iReady data along with the data from leadership walkthroughs in Math classrooms are used by the school MTSS Team and administration to help teachers problem solve after the administration of these assessments, weekly PLC's and data chats.

Person responsible for monitoring outcome

Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Maura Olvey (Math/Science Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project and utilizing Fact Tactics (Grades 3-5).

Rationale:
All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Productive PLC Planning

Person Monitoring:	**By When/Frequency:**
Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Maura Olvey (Math Coach)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All Math teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for small group lessons. PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up a level within a given standard.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for the 2024-2025 school year is science proficiency. In the 2023-2024 school year, 70% of our fifth graders were proficient on the state science assessment. The following evidence-based interventions are available to support students based upon the area of need of the individual student: Florida Science (state approved adopted materials). Our goal is to increase the percent of proficient students in 5th grade Science to at least 75%. This area of focus was identified as a critical need for improvement and our goal is to ensure more students achieve proficiency.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the percent of proficient students in 5th grade Science to at least 75%. This

area of focus was identified as a critical need for improvement and our goal is to ensure more students achieve proficiency. In the area of science, performance data from FAST and benchmark assessments in elementary schools is used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from leadership walkthroughs in science classrooms are used by the school MTSS Team and administration to help teachers problem solve after the administration of these assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This data along with the data from leadership walkthroughs in science classrooms are used by the school MTSS Team and administration to help teachers problem solve after the administration of these assessments.

Person responsible for monitoring outcome

Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Maura Olvey (Math/Science Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: standards based state adopted curriculum.

Rationale:

The state adopted curriculum interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Productive PLC Planning

Person Monitoring:	By When/Frequency:
Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Maura Olvey (Math/Science	Weekly

Coach)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All Science teachers will implement daily instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for science instruction. PLCs will bring the Next Generation Sunshine State Standards and Item Test Specs when analyzing data and/or planning for instruction. Teachers will use the State Science Assessment Guide to ensure all prior grade level science standards are reviewed and mastered.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2023-2024 School year, Sabal Point had 17% of students with 15 or more absences and 21% with 10 or more absences. There were 23 students in grade 5 who were absent for 10% or more of school days.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Sabal Point had 17% of students with 15 or more absences and 21% with 10 or more absences during the 2023-2024 school year. Our goal is to reduce the percent of students with 15% or more absences from 17% to 12% and reduce the percent of students with 10 or more absences from 21% to 16% during the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Person responsible for monitoring outcome

Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Cornelius Mays (SAM), Stephanie Geddie (School Counselor) and Mary Jo Snively (Social Worker)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:
Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
MTSS Weekly Attendance Monitoring

Person Monitoring:	**By When/Frequency:**
Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Cornelius Mays (SAM), Stephanie Geddie (School Counselor)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each week the MTSS team will review attendance data and monitor students with increased absentee rates. The team will maintain open communication with families and utilize district Social Worker and other resources to mitigate further absenteeism. The principal will include attendance data (absences and tardies) in the weekly newsletters to inform parents about the importance of being in school. The teachers will call parents after the student has been absent three consecutive days. The School Administration Manager and Social Worker will call parents to offer support and discuss the importance of attendance.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2023-2024 school year in the Panorama Survey for the Question:
"How connected do you feel to other adults at your school?"
only 57% of respondents answered favorably. This question is a subsection of the broader topic of how much faculty and staff feel that they are valued members of the school community.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2024-2025 school year when the survey is conducted, we plan to achieve a 20% increase in favorable responses.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This topic of belonging will be monitored through informal dialogue, check-ins with teams, and in monthly Collaborative Improvement Team meetings.

Person responsible for monitoring outcome

Shannon Stokes (Principal) and Melissa Nycz (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
In order to improve the climate and specifically the feeling of belonging among staff, we will use our NEST Program, New teacher mentors, and UF Coach graduates to build bridges between staff members. We will include all teachers in PLC's, staff meetings, team meetings, cookies and conversations, and data chats to ensure everyone feels they are valued members of Sabal Point. We will increase the number of surveys for staff regarding school based decision making so that everyone feels their input is valued. We will also provide opportunities for all staff to participate in school functions.

Rationale:
In order to retain quality teachers, we must ensure they feel connected and well supported. They must know they are valuable members of a school community.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Nest Program/New Teacher Mentors

Person Monitoring:	**By When/Frequency:**
Shannon Stokes (Principal), Melissa Nycz (Assistant Principal), Stephanie Thomas (NEST Lead)	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All new teachers and new to Sabal Point staff members are invited to the NEST program monthly meetings to gain insight into the workings of the school and district.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00