

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

Sabal Point Elementary

School Improvement Plan 2019-2020

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. 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.

School Information

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

Our vision is that children leave school with: A set of moral values -- honesty, integrity and good judgement. A complement of basic skills -- linguistic, mathematical, scientific, artistic, physical and social. An inquiring and discriminating mind and a desire for knowledge. Strong self-esteem and high personal expectation. Tolerance and respect for others. We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Christina Langdon	Principal	tina_langdon@scps.k12.fl.us	Overall function of school operations and instructional success of the school
Melissa Nycz	Assistant Principal	melissa_nycz@scps.k12.fl.us	Assist principal in overall function of school operations and instructional development
Lisa Downing	Reading Coach	downinlz@scps.k12.fl.us	Assist principal in overall function of school operations and instructional development
Maura Olvey	Math Coach	maura_olvey@scps.k12.fl.us	Assist principal in overall function of school operations and instructional development
Stephanie Gedde	School Counselor	stephanie_gedde@scps.k12.fl.us	Assist principal in overall function of school operations and instructional development
Cornelius Mays	SAM	cornelius_mays@scps.k12.fl.us	Assist principal in overall function of school operations and instructional development

Supportive Environment

Describe how the school works at building positive relationships with families to increase involvement 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.

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.

Student Transition and Readiness

College and Career Readiness

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 and 5th 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 complete 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 Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will achieve a Florida Standards Assessment (FSA) grade of “A” for the 2019-20 school year.

- A. Lessons aligned to Florida 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.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

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

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

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

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

Elementary Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student Owned Progress Monitoring

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?	ESSA Finding Addressed
Leadership Team monitoring of student data notebooks	Leadership Team	on-going	N	Weekly	Walk-through data, PLC notes	NA
Teacher/Student Data Chats	Teachers, Leadership Team	on-going	N	Monthly	Data notebooks, PLC notes, walk through comments	NA

Low 30% Monitoring

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?	ESSA Finding Addressed
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	NA
PLC Data Chats	Leadership Team	on-going	N	Weekly	PLC Notes	NA
iReady Data Boards	Leadership Team	August, December, May	Y	After each Diagnostic	Data Boards	NA

High Level 1 / High Level 2 Monitoring

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?	ESSA Finding Addressed
One on one data chats with administration	Teachers, Administration, Leadership Team	On-Going	N	Monthly	Walk through notes	NA
monitoring i-ready data including stretch goals	Teachers, Administration, Leadership Team	On-Going	N	Weekly	Weekly iReady progress pass rate	NA
-monitoring progress in leadership and MTSS team meetings	Teachers, Administration, Leadership Team	On-Going	Y	Weekly	MTSS Notes	NA
-individualized mentoring and data reviews with leadership team members	Teachers, Administration, Leadership Team	On-Going	N	On-going	Walk through notes, PLC Notes	NA
-identification on data wall magnets for monitoring	Teachers, Administration, Leadership Team	On-Going	N	August, December, May	Data Wall	NA
-i-ready instructional groups created for weekly monitoring.	Teachers, Administration, Leadership Team	August	N	August	edInsight and iReady Groups	NA

Low Level 3 Monitoring

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?	ESSA Finding Addressed
One on one data chats with administration	Teachers, Administration, Leadership Team	on-going	N	on-going	lesson plans, data boards, increased learning gains	NA
monitoring i-ready data including stretch goals	Teachers, Administration, Leadership Team	on-going	N	on-going	lesson plans, data boards, increased learning gains	NA
-monitoring progress in leadership and MTSS team meetings	Teachers, Administration, Leadership Team	on-going	N	on-Going	lesson plans, data boards, increased learning gains	NA
-increased small group instruction during core instruction	Teachers, Administration, Leadership Team	on-going	N	On-Going	lesson plans, data boards, increased learning gains	NA
-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	NA
-identification on data wall magnets for monitoring	Teachers, Administration, Leadership Team	on-going	N	Weekly	lesson plans, data boards, increased learning gains	NA
		on-going	N	Weekly		NA

-i-ready instructional groups created for weekly monitoring.	Teachers, Administration, Leadership Team				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	NA
-Increased rigorous instruction	Teachers, Administration, Leadership Team	on-going	N	On-going	lesson plans, data boards, increased learning gains	NA

Tutoring

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?	ESSA Finding Addressed
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	NA

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

**All 5E data targets are reported as scale scores, other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
5E_SE_Safety	D.1	
5E_SE_Academic Personalism	D.3	

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

Elementary School Essential Instructional Priority #2 - Conditions for Learning

Action Plan

Attendance Monitoring

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?	ESSA Finding Addressed
Teachers contact parent after 3 absences and continued communication	Teachers, Administration, Leadership Team	on-going	N	on-going	communication logs	N/A
-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	NA
Referral to social worker if needed	Teachers, Administration, Leadership Team	on-going	N	As needed	MTSS Notes and data	NA

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 21st 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

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

Elementary School Essential Instructional Priority #3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

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?	ESSA Finding Addressed
AO students will be recruited for academic activities such as SECME and Robotics	Teachers, Administration, GRC Teacher	On-going	N	On-Going	Increase in AO students in academic clubs	NA
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	NA
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	NA

Essential Instructional Priorities

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

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

Partially Beginning

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

Partially Almost

7. 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

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.

Strategy/ Action Item 1	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?	ESSA Finding Addressed
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	NA

Indicator 2

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

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?	ESSA Finding Addressed
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	NA

Indicator 3

7. 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?	ESSA Finding Addressed
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.	NA

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	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
21st Century Skills/Epathways	3	Q4	Skills for future ready graduates	Teachers	70	Administration
Differentiated Instruction for rigor	1	Q1	Rigorous instruction for all students, differentiation for enrichment and remediation	Teachers	70	Administration, Coaches
Social Emotional PD	2	August 28, 2019	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
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Optional books study on The Happiness Advantage	3	September-On-going	Growth Mindset, positive relationships	Teacher	70	Administration
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