

Brevard Public Schools

# Sabal Elementary School



## 2019-20 School Improvement Plan

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# Sabal Elementary School

1401 N WICKHAM RD, Melbourne, FL 32935

<http://www.sabal.brevard.k12.fl.us>

## Demographics

**Principal: Stephanie Hall E**

Start Date for this Principal: 7/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	<p>2017-18: C</p> <p>2016-17: B</p> <p>2015-16: B</p> <p>2014-15: C</p> <p>2013-14: C</p>
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Motivate, Encourage, Inspire

#### **Provide the school's vision statement**

Sabal will positively impact our community by delivering the highest quality education in a caring student-centered environment.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Hall, Stephanie	Principal	The principal will improve instruction by cultivating the vision and mission as the instructional leader of the school. Communicate and get input from all stakeholders regarding the vision and mission. Cultivate leadership by coaching staff members through the coordination of the Leadership Team. Create a positive climate throughout the school campus.
Lucarotti, Erika	Assistant Principal	The role of the assistant principal is to ensure the MTSS/IPST Team is fulfilling its functions. Cultivate leadership by coaching staff members through the coordination of the Leadership Team. Create a positive climate throughout the school campus.
Wilson, Matt	Guidance Counselor	The role of the counselor is to provide support services to parents, teachers, and students throughout the intervention process.
Conti, Beth	Instructional Coach	The role of the coaches is to monitor the academic progress of students that are receiving interventions. This will be accomplished by monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery.
Garcia, Jeanette	Instructional Coach	The role of the coaches is to monitor the academic progress of students that are receiving interventions. This will be accomplished by monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery.
Godfrey, Carolyn	Teacher, K-12	The role of the Title I teacher is to provide support for tier 2/3 students in Reading and Math. Additionally to provide parent support by increasing participation in school related activities offered throughout the year.
Sanders, James	Teacher, ESE	The role of the ESE Support Specialist is to provide support services to parents, teachers, and students throughout the intervention process, who are identified as ESE.
Kadlec, Corey	Teacher, K-12	The role of the Title I teacher is to provide support for tier 2/3 students in Reading and Math. Additionally to provide parent support by increasing participation in school related activities offered throughout the year.
Gervais, Mikala	Teacher, K-12	The role of the Title I teacher is to provide support for tier 2/3 students in Reading and Math. Additionally to provide parent support by increasing participation in school related activities offered throughout the year.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	76	79	73	69	73	78	0	0	0	0	0	0	525
Attendance below 90 percent	7	17	8	9	8	8	6	0	0	0	0	0	0	63
One or more suspensions	0	2	5	4	1	1	16	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	5	30	26	24	0	0	0	0	0	0	85

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	9	2	7	0	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

48

**Date this data was collected or last updated**

Wednesday 8/28/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	62%	57%	51%	60%	56%
ELA Learning Gains	57%	60%	58%	41%	54%	55%
ELA Lowest 25th Percentile	51%	57%	53%	46%	46%	48%
Math Achievement	48%	63%	63%	59%	62%	62%
Math Learning Gains	47%	65%	62%	67%	59%	59%
Math Lowest 25th Percentile	24%	53%	51%	57%	49%	47%
Science Achievement	35%	57%	53%	37%	57%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	77 (0)	76 (0)	79 (0)	73 (0)	69 (0)	73 (0)	78 (0)	525 (0)
Attendance below 90 percent	7 ( )	17 ( )	8 ( )	9 ( )	8 ( )	8 ( )	6 ( )	63 (0)
One or more suspensions	0 ( )	2 (0)	5 (0)	4 (0)	1 (0)	1 (0)	16 (0)	29 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)	0 (0)	4 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	5 (0)	30 (0)	26 (0)	24 (0)	85 (0)



**Grade Level Data**

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

NOTE: 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.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	44%	64%	-20%	58%	-14%
	2018	50%	63%	-13%	57%	-7%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	52%	61%	-9%	58%	-6%
	2018	46%	57%	-11%	56%	-10%
Same Grade Comparison		6%				
Cohort Comparison		2%				
05	2019	43%	60%	-17%	56%	-13%
	2018	36%	54%	-18%	55%	-19%
Same Grade Comparison		7%				
Cohort Comparison		-3%				
06	2019	44%	60%	-16%	54%	-10%
	2018	63%	63%	0%	52%	11%
Same Grade Comparison		-19%				
Cohort Comparison		8%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	33%	61%	-28%	62%	-29%
	2018	48%	62%	-14%	62%	-14%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	51%	59%	-8%	62%	-11%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2019	51%	60%	-9%	60%	-9%
	2018	64%	58%	6%	61%	3%
Same Grade Comparison		-13%				
Cohort Comparison		0%				
06	2019	53%	67%	-14%	55%	-2%
	2018	63%	68%	-5%	52%	11%
Same Grade Comparison		-10%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	56%	-19%	53%	-16%
	2018	38%	57%	-19%	55%	-17%
Same Grade Comparison		-1%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	42	37	19	30	27	7				
ELL	30	59	64	37	41	29					
BLK	30	40		40	40						
HSP	37	50	45	41	48	37	21				
MUL	40	27		45	47						
WHT	54	64	56	51	46	16	40				
FRL	41	54	53	43	46	20	31				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	36	42	31	46	42	23				
ELL	24	42	54	39	71	60					
BLK	40	30		73	90						
HSP	32	45	56	41	69	69	17				
MUL	48	40		52	50						
WHT	57	39	37	62	67	50	47				
FRL	44	39	43	53	63	55	33				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8

<b>ESSA Federal Index</b>	
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science Achievement showed the lowest performance in percentage at 3+ (35%) on FSA. This is 18 points lower than the state. This indicates that we have an underlying reading issue in tier 1. Two out of three fifth grade classes had short term contract and/or substitutes which caused a loss of quality instruction. Our Instructional Coach was used to help support several classes who did not have their regular teacher, not only in fifth grade, but kindergarten and ESE Resource teacher.

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

Both Math Learning Gains ( drop -20 points) and Math Lowest 25% ( drop 33 points) showed the greatest decline from prior year. Due to lack of fully staff personnel, the instructional staff implemented a new program with no professional development support for teachers. The instructional coach was used to support classrooms that had substitutes, so there was little feedback given to teachers on implementation.

#### **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**

The greatest gap was in Math Lowest 25% with a 27 point difference from the state. Due to lack of fully staffed personnel, the instructional staff implemented a new program with no professional development. The instructional coach who would have provided PD support, was used to support classrooms that had short term contract

and substitutes. Therefore, there was little feedback given to teachers on implementation. District support was limited due to only pilot schools receiving regular professional development.

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

ELA Learning Gains showed the most improvement from 2018 41% to 2019 57%. This is a 16 point gain from year to year. Our schoolwide walk to intervention is targeted instruction for teachers that is monitored through administration bi-weekly. IReady data and toolkit support small group instruction to provide targeted instruction beyond our LLI groups that can address both tier 2 and tier 3 students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our greatest area of concern is the number of students scoring at a level one on statewide assessments and attendance that is less than 90% attendance rate.

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

1. Science 3+-increase Science scores to at least 45% or higher
2. Math 3+, L25% and Learning Gains-provide targeted instruction in small groups
3. SWD in all cell areas
4. Black/African American and MultiRacial Subgroups

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Standards aligned instruction in Science
<b>Rationale</b>	Our school in 2018-2019 ELA achievement was 10 points lower than state (2017-2018 7 points lower) and 15 points below the district (2017-2018 9 points lower). If our instruction is not aligned to the Florida Standards then we impact student achievement negatively across all subject areas. Our goal is for all students to have access to high quality instruction that is aligned to standards so that we can positively impact our community by delivering the highest quality education in a caring student-centered environment.
<b>State the measureable outcome the school plans to achieve</b>	<p>Quantitative: Increase percentage of students scoring at proficiency on FSA. Spring 2019 scores: Science (From 35% to 45%) and Math (From 48% to 58%). Based on the RtI process providing immediate and targeted interventions, differentiation and increased student engagement, students will demonstrate increased success in school as evidenced by improved classroom performance, student work samples, I-Ready reports and data notebooks.</p> <p>Qualitative: Baseline data for 2019-2020 is that 0% of teachers have participated in Instructional Rounds. By the end of the year 100% of the teachers will have participated in at least one Instructional Rounds and provided specific feedback to their peers using the IPG Tool. During the 2019-20 school year 100% of classroom teachers will implement i-Ready with fidelity ensuring that all students meet their i-Ready weekly instructional minutes.</p>
<b>Person responsible for monitoring outcome</b>	Stephanie Hall (hall.stephanie@brevardschools.org)
<b>Evidence-based Strategy</b>	<p>The difference between the standards (what students should be able to know, understand and do) and what students are being taught and assigned. The instructional-assignment gap is consistently one of the major causes of low student achievement according to Max Thompson.</p> <p>The artifacts of our expectations are the assignments we make. Single biggest difference between typical schools and exemplary schools:                  Planning with Rigorous Assignments                  Backward Planning from the Assignment                  Align all major assignments to grade level course standards.                  Backward planning from the standard/assignment</p>
<b>Rationale for Evidence-</b>	<p>Our action plan incorporates scheduled supportive planning in science, reading and math that is offered multiple times throughout the year. Additionally, our instructional rounds and feedback our centered on the IPG tool.</p> <p>A collaborative problem planning approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Additionally school-based collaborative teams will focus on identified groups of under performing students in an effort to provide unified</p>

and accelerated support.

**based Strategy**

Increased classroom observations from both administration and peers with specific honest feedback about the use of high yield strategies will increase student achievement. As our school focus is standards based instruction. Increased classroom observations from both administration and peers with specific honest feedback about the use of these strategies will also improve student achievement. Teachers will participate in Instructional Rounds using the IPG document to focus on coaching each other.

**Action Step**

**SCIENCE:**

1. Prof. Development on planning using the 5E model of teaching science for 3rd - 5th grade teachers utilizing district resources, this includes district assessments.
2. Fifth grade teachers will plan weekly with the instructional coach in Science using the 5E model.
3. Support provided to all teachers with instructional coach and district resource teacher to collaboratively plan science instruction that includes science vocabulary, hands on engagement and written responses and to ensure that all benchmarks are being taught.
4. All 5th graders participate in a 4-day Science Boot Camp at the end of April as an extensive review of the Science Benchmarks. Hands on inquiry-based stations will be set up in each class and students rotate through each classroom.
5. Teachers to receive feedback for implementing the 5E model.
6. Media Specialist will support classroom teacher's by planning lessons that enrich content being taught in the classroom.

**Description**

**MATH:**

1. Implementation of standards-aligned curriculum (Eureka).
2. Professional development on math differentiation will be offered for teachers (including ESE self-contained teachers) based on teacher and student needs.
3. L25 students have been identified by teachers and administration to ensure awareness of students' specific needs and better plan and instruct lessons that support their needs. Supports include Title I small group instruction.
4. Teachers in all content areas will observe each other to learn how others utilize strategies for classroom management and implement high yield instructional strategies.
5. Instructional coaches assigned to teachers provide feedback on all areas of instruction.
6. Develop coaching plans as needed for teachers/grade levels as identified in classroom walkthrough weekly.

**Person Responsible**

Stephanie Hall (hall.stephanie@brevardschools.org)

<b>#2</b>	
<b>Title</b>	Students with Disabilities Subgroup
<b>Rationale</b>	<p>The BPIE Assessment indicated #3-The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs as a key priority.</p> <p>Missing target of 41% of Students with Disabilities</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Quantitative: Increase subgroup from 21% to 26% Reading 3+, and increase subgroup from 19% to 25% in Math 3+. Additionally, increase from 7% in Science to 20% in science.</p> <p>Qualitative: Utilize IReady weekly data to increase percentage of subgroup SWD in grades 3-6.</p>
<b>Person responsible for monitoring outcome</b>	Erika Lucarotti (lucarotti.erika@brevardschools.org)
<b>Evidence-based Strategy</b>	<p>Inclusive classrooms might contain several students with special needs who are mainstreamed full time into the general classroom, or one or two students who spend time each day in both a special education classroom and a general classroom. In addition, some key planning and teaching strategies can make a dramatic difference in reaching students with diverse abilities and skill bases. Backward planning is the most straightforward way to ensure that you align daily lessons and units with your year-end goals.</p> <p>Addressing students social and emotional needs is important to their success in school. The most critical function of restorative practices is restoring and building relationships. The late Silvan S. Tomkins’s writings about psychology of affect (Tomkins, 1962, 1963, 1991) assert that human relationships are best and healthiest when there is free expression of affect or emotion — minimizing the negative, maximizing the positive, but allowing for free expression. Restorative practices such as conferences and circles provide a safe environment for people to express and exchange emotion (Nathanson, 1998).</p> <p>Students are most successful when they’re given the opportunity to learn in environments that recognize that these skills are mutually reinforcing and are central to learning. We know that, when done well, an integrated approach to social, emotional, and academic development benefits each and every child and can be part of achieving a more equitable society.</p> <p>According to Universal Design, Best practice is to allow students to demonstrate their learning by assessing them in a variety of ways. For example, including written assessments, as well as visual and oral presentations to demonstrate mastery.</p>
<b>Rationale for Evidence-</b>	A collaborative problem planning approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Additionally school-based collaborative teams will focus on



identified groups of under performing students in an effort to provide unified and accelerated support.

**based Strategy**

Increased classroom observations from both administration and peers with specific honest feedback about the use of high yield strategies will increase student achievement. As our school focus is standards based instruction, 100% of our faculty will meet the shifts required for both ELA and Math through the use of the Instructional Practice Guide (IPG) for Coaching and professional development. Increased classroom observations from both administration and peers with specific honest feedback about the use of these strategies will also improve student achievement. Teachers will participate in Instructional Rounds using the IPG document to focus on coaching each other.

Action Step

1. Increase inclusion opportunities to include Math and Science, especially for intermediate grades.
2. Identify the Guidance Counselor as the key person responsible for the oversight and coordination of goals and actions steps related to inclusive best practices.
3. Train ESE Self Contained teachers as well as general education classroom teachers how to utilize IREADY data to differentiate instruction.
4. Utilize monthly Parent Professional Development to build school/home connection.
5. Implement Restorative Practices and continue daily instruction with SEL utilizing PATHS curriculum.
6. Include in extended common planning with ESE teachers and general education teachers. Share grade level planning data with all ESE self-contained teachers according to the grade level they teach.

**Description**

**Person Responsible**

Erika Lucarotti (lucarotti.erika@brevardschools.org)

<b>#3</b>	
<b>Title</b>	Subgroup Black/African American Students and Multiracial Students
<b>Rationale</b>	Scored below 41% in subgroup category
<b>State the measureable outcome the school plans to achieve</b>	<p>Increase percentage from 38% to 58% or higher with Black/African American subgroup. This will help to close the achievement gap.</p> <p>Increase percentage from 40% to 60% or higher with Multiracial subgroup.</p>
<b>Person responsible for monitoring outcome</b>	Corey Kadlec (kadlec.corey@brevardschools.org)
<b>Evidence-based Strategy</b>	<p>The most critical function of restorative practices is restoring and building relationships. Because informal and formal restorative processes foster the expression of affect or emotion, they also foster emotional bonds. The late Silvan S. Tomkins’s writings about psychology of affect (Tomkins, 1962, 1963, 1991) assert that human relationships are best and healthiest when there is free expression of affect or emotion — minimizing the negative, maximizing the positive, but allowing for free expression. Donald Nathanson, former director of the Silvan S. Tomkins Institute, added that it is through the mutual exchange of expressed affect that we build community, creating the emotional bonds that tie us all together (Nathanson, 1998). Restorative practices such as conferences and circles provide a safe environment for people to express and exchange emotion (Nathanson, 1998).</p> <p>A collaborative problem planning approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Additionally school-based collaborative teams will focus on identified groups of under performing students in an effort to provide unified and accelerated support.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Increased classroom observations from both administration and peers with specific honest feedback about the use of high yield strategies will increase student achievement. As our school focus is standards based instruction, 100% of our faculty will meet the shifts required for both ELA and Math through the use of the Instructional Practice Guide (IPG) for Coaching and professional development. Increased classroom observations from both administration and peers with specific honest feedback about the use of these strategies will also improve student achievement. Teachers will participate in Instructional Rounds using the IPG document to focus on coaching each other.</p>

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. L25% identified and a schedule has been developed to provide in both reading and math to include Title I small group instruction.</li> <li>2. Identify students in subgroup and progress monitor with teachers weekly IReady data on subgroup.</li> <li>3. Implement Restorative Practices strategies in the classroom daily to build strong relationships</li> <li>4. Utilize Observation/Feedback to provide teachers with strategies to reach individual students.</li> </ol>
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5. Provide Equity training for staff to build background knowledge and identify areas of growth.
6. Implement DESSA testing to target SEL area with evidenced based resources to support students in the classroom.

**Person Responsible** Erika Lucarotti (lucarotti.erika@brevardschools.org)

### **Additional Schoolwide Improvement Priorities** (optional)

#### **After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Support students in all content areas by providing a wide variety of material in the media center. Promote the Accelerated Reader program to increase independent reading. Additional programs that support reading include BrainPop, Learning Ally and IReady.

APTT Academic Parent Teacher Teams, held twice a year to improve communication from school to home. Provide resources for parents as to how to help their child based on class and individual. Support transition with 3-6th grade incorporating Student Led Conferences to increase parent engagement.

Positive Behavior Intervention Support (PBIS) will address all tiers of students. Utilization of state website (Rtl Database) to track data and areas of need. The PBIS program will be supported with DESSEA, an online resource for identification and resources at every tier.

Responsive Classroom addresses students social/emotional learning. Teachers will be trained in Responsive Classrooms as well as continuing to implement PATHS curriculum.

Continued Implementation of IReady in Reading in K-6. Utilization of data to differentiate teaching to meet the individual needs of students. Targeted tiered instruction in the classroom and through walk to intervention time.

Attendance will be monitored weekly and tracked by individual student. Attendance policy will be a phone call at three absences, letter and face to face meeting at five absences and a scheduled IPST meeting at eight absences and sent to truancy officer at nine absences. Posting of weekly attendance in data room and hallways for staff/students and community to see.

## **Part IV: Title I Requirements**

### **Additional Title I Requirements**

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

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

Based on the feedback and input we have received from our parent surveys and Title 1 parent/family engagement nights we found that many of our parents/families would like more family fun nights. They expressed they would enjoy having these types of family events that would not just be based on academics but bringing families together in a positive atmosphere. This would be an opportunity to reach out to our partners in education to assist in being able to provide additional family fun nights. Through this we will be able to create and build more positive relationships with our parents/families and community stakeholders.

### **PFEP Link**

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

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

PBIS (Positive Behavior Intervention Supports)

Restorative Practices

PATHS

Sabal Elementary is implementing for the second school year a research-based curriculum "PATHS" in grades KK-6th grade to ensure the social-emotional needs of all students are being met. PATHS has a school-parent home connection piece that assist in reinforcing the social-emotional needs of our students and families. This school year we will also be implementing the research-based strategy "Restorative Practices" in not only classrooms but also school wide. We have the guidance counselor pulling small groups for more intensive instruction.

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

To assist our students with the transition from pre-school to kindergarten, Sabal Elementary provides our parents with the opportunity to attend a kindergarten orientation in the spring of each year called Kindergarten Round Up. Kindergarten teachers and the leadership team create a theme-based orientation that makes parents/families more comfortable with the transition process for their student. This program is designed to inform parents about our school community and the expectations of the kindergarten curriculum. Since many of our VPK and Pre-K ESE students stay at Sabal Elementary for kindergarten, they are included in all school events and their parents are encouraged to volunteer to become even more involved in school so that the transition is easier.

To assist 6th grade students with the transition from 6th grade to 7th grade (middle school) respective middle schools visit students here at Sabal. Each middle school sends a guidance counselor and teacher leaders to explain and help students with registering for classes. Parents are also invited to each middle school for an informational night. Students learn expectations and given strategies for success in the middle school setting.

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

The leadership team meets once a week along with the coaches to address the academic needs of the students. The Leadership team meets with each grade level monthly to help coordinate the MTSS/IPST process along with the ESE Specialist/School Psychologist. The leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

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

Many Sabal's teachers implement project-based learning activities that relate to the real world, which helps students to understand the next steps in their educational career and beyond. Our teachers also implement real-world based problem solving in many of the subject areas being taught, as well as; teaching them how to be productive members in society. Sabal Elementary has one vested local church that provide ongoing support with our students through school supplies and we support them with our annual food drive as they serve our community. We promote digital curriculum through the use of IReady. Promote student participation in STEM competitions offered at the district throughout the year. Field trips to middle school and high school and local colleges. Awareness by promoting days of wearing college attire. Posting of staff where they went to school as being role models for students. Partnership with Eau Gallie High School Students to support intermediate girls with exploring science careers through hands on projects conducted four times a year.