Sabal Elementary School

2020-21 Schoolwide 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: Lauren "Paige" Trosset

Start Date for this Principal: 5/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (51%) 2016-17: B (55%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Trosset, Paige	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. Serve as the data leader by monitoring, analyzing and facilitating planning for improvement.
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. Serve as the data leader by monitoring, analyzing, and planning for school improvement.
Conti, Beth	Instructional Coach	The role of the coaches is to monitor the academic progress of students that are receiving interventions. Provide professional development and coaching to teachers on Tier 1 Core instructional planning, instruction, and assessment. This will be accomplished by supporting in the monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery.
Garcia, Jeanette	Instructional Coach	Mrs. Garcia will serve in a unique role this year as a half-time Math/Science Coach and a half-time Math intervention teacher. One role is to monitor the academic progress and provide intervention for students identified as needing math intervention. This will be accomplished by monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery. Mrs. Garcia will also provide coaching and professional development for teachers on Tier 1 Core instruction.
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.
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.
Wilson, Matt	Other	Behavior Specialist for ESE Support- Mr. Wilson will assist with school wide behavior intervention and supports as needed. He will provide professional development on trauma informed care and compassion fatigue. He will also assist with identifying intervention strategies for behavior plans.
Tompkins, 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.

Demographic Information

Principal start date

Wednesday 5/20/2020, Lauren "Paige" Trosset

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (51%) 2016-17: B (55%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

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	78	69	69	89	73	62	72	0	0	0	0	0	0	512
Attendance below 90 percent	5	22	19	17	25	17	16	0	0	0	0	0	0	121
One or more suspensions	0	4	4	6	3	6	2	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	11	13	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	20	21	0	0	0	0	0	0	46
	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	1	2	3	5	0	17	0	0	0	0	0	0	28

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	1	6	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	1	1	0	0	0	0	0	0	3

Date this data was collected or last updated
Wednesday 9/9/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

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	
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

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%	60%	63%	55%
ELA Learning Gains	57%	60%	58%	64%	60%	57%
ELA Lowest 25th Percentile	51%	57%	53%	58%	52%	52%
Math Achievement	48%	63%	63%	51%	64%	61%
Math Learning Gains	47%	65%	62%	57%	62%	61%
Math Lowest 25th Percentile	24%	53%	51%	40%	52%	51%
Science Achievement	35%	57%	53%	54%	56%	51%

	EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**							**Total**
	K	**1**	**2**	**3**	**4**	**5**	**6**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
SWD	15	36	42	31	46	42	23				
ELL	24	42	54	39	71	60					
BLK	40	30		73	90						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	44	46	26	42	33	25				
ELL	29	59		29	53						
BLK	40	50		31	25						
HSP	41	64		35	45						
MUL	74	55		63	64						
WHT	64	65	61	53	61	50	51				
FRL	52	61	66	42	53	38	48				

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
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
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
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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
Asian Students	
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
Black/African American Students	
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
Hispanic Students	
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
Multiracial Students	
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
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 issue in tier 1 instruction. Our Instructional Coach was placed in a classroom to fill a vacancy two years in a row, this resulted in a loss of opportunity to provide instructional assistance.

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 a classroom vacancy and the Math/Science coach being placed permanent in the 6th grade classroom, the instructional coach was not able to support 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. 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?

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. Social Emotional Support for ALL Students
2. Standards Aligned Instruction- ELA- Reading and Writing
3. Standards Aligned Instruction- Science

4. Lowest 25% in Math
5. Subgroup Focus- SWD, Black/African American, and Multi-Racial

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Sabal was selected as an anchor school for Conscious Discipline implementation in grades PreK-6. Research shows Conscious Discipline improves the social emotional skills of both students and teachers, student academic readiness and achievement as well as school climate. Data from 2020 discipline referrals, parent and teacher surveys, the Youth Truth Survey, and teacher feedback reflect that student disruptions in the classrooms interrupted and affected the ability to maintain an optimal learning environment.
Measurable Outcome:	It is our goal to attain a school-wide decrease in behavior referrals by at least 5% in the first year of implementation of conscious discipline. Parent, student and teacher surveys will show more positive responses and feedback regarding a positive learning environment for all.
Person responsible for monitoring outcome:	Matt Wilson (wilson.matthew@brevardschools.org)
Evidence-based Strategy:	Conscious Discipline provides a comprehensive, trauma-informed social emotional program that is based on current brain research, child development information and developmentally appropriate practices. All aspects of Conscious Discipline focus on creating a safe, connected environment for children to learn and practice the skills needed for healthy social, emotional and academic development. Conscious Discipline methodology has been recognized by SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP), and it was named a national model for character education by the Florida State Legislature. Research shows that Conscious Discipline decreases aggression, impulsivity and hyperactivity while creating a positive environment in the school or home. In schools, Conscious Discipline has been shown to decrease discipline referrals while increasing teaching time and academic achievement.
Rationale for Evidence-based Strategy:	Research shows Conscious Discipline improves the social emotional skills of both students and teachers, student academic readiness and achievement as well as school climate. It is our goal to give teachers the tools to build positive relationships with students and the strategies to regulate their own feelings to address and support the needs of our students struggling with appropriate emotional or behavioral communication.

Action Steps to Implement

Professional Development every month on Conscious Discipline for our ERD Fridays and monthly trauma informed and/or compassion fatigue training for teachers embedded in our grade level meeting schedule.

Person Responsible	Paige Trosset (trosset.paige@brevardschools.org)

All classrooms have 30 minutes embedded into schedule for morning meetings for building positive school and classroom environments. Administration will observe, monitor, and provide feedback as needed.

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

Host a virtual parent night (in-person when permitted) to inform families about Conscious Discipline practices and language. (T)

Person Responsible	Corey Kadlec (kadlec.corey@brevardschools.org)

Continue with PBIS framework focusing on Tier 2 behaviors.

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

Continue to utilize the PATHS curriculum for social emotional support.

Person Responsible Carolyn Godfrey (godfrey.carolyn@brevardschools.org)

Continue professional development and support on restorative practices.

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

Implement a teacher "Reach Out" program for our students at risk. Our guidance counselor will work with teachers and staff to match our at risk students or students who would benefit from an additional adult checking in with them.

Person Responsible Matt Wilson (wilson.matthew@brevardschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Instruction must be clearly aligned to grade level standards in order to increase student academic success. The 2019 FSA data shows a need to improve instructional practices to increase student achievement in both Reading and Writing. The first iready Reading Diagnostic completed in September 2020 shows 32% of students in grades 1-6 are in the at risk tier 3 level and 38% are in tier 2 level. This shows 70% are below grade level at this time.
Measurable Outcome:	By end of year as per iready Diagnostic 3 in Reading, the goal is to have at least 60% of our students on grade level. On 2021 FSA the goal is to have 60% scoring level 3 or higher.
Person responsible for monitoring outcome:	Beth Conti (conti.elizabeth@brevardschools.org)
Evidence-based Strategy:	TNTP's research findings show that students need scaffolds and supports in place in order to close instructional gaps. According to Achieve the Core, utilizing higher order thinking and questioning, teaching vocabulary in context, and providing visual supports are key strategies when supporting learners with complex text. Incorporating all components of ELA Core Instruction into the 90 minute reading block will ensure instruction and support for ALL students. Writing using text-based evidence is key in showing deep understanding of key concepts.
Rationale for Evidence-based Strategy:	According to Visible Learning, Higher Order Thinking Questions have a 1.61 effect size and vocabulary in context has a .85 effect size. These high yield strategies will lead to increased student achievement. Discourse among students leads to higher understanding. Writing supports that are explicit and visual support all students.

Action Steps to Implement

Impact planning meetings will be utilized to take a deep dive into the alignment of the target standards, text, and task utilizing the Enhanced Standards Focus Documents, Writing Resources. The literacy coach will provide professional development during Impact meetings including modeling, practice, and feedback on how to use resources.

Person Responsible	Beth Conti (conti.elizabeth@brevardschools.org)

The literacy coach will provide professional development modeling scaffolding strategies to support ALL students in core instruction. (T=.5)

Person Responsible	Beth Conti (conti.elizabeth@brevardschools.org)

Students will complete 45 min/week on My Path iready reading lessons. This is to help close any instructional gaps in their learning. The literacy coach will monitor weekly. Teachers will provide small group instruction based on student needs/gaps. Title One will purchase student headphones to help ensure fidelity of the program. (T)

Person Responsible	Beth Conti (conti.elizabeth@brevardschools.org)

Students in Grades 2-6 will take Standards Mastery assessments through Iready platform 2 times per quarter. Teachers, administration, and the instructional coach will monitor progress of students by analyzing the results of the Form A assessment, planning for re-teaching/remediation when needed, and re-assessing using the Form B assessment.

Person Responsible   Beth Conti (conti.elizabeth@brevardschools.org)

The literacy coach will provide targeted professional development in text-based writing. The TEA template for writing helps guide students as they learn how to write using text-based evidence. Also, the iready toolbox writing resources will be utilized.

Person Responsible   Beth Conti (conti.elizabeth@brevardschools.org)

Instructional coaches and administration utilize the observation and feedback developed collaboratively with administration, teachers, and coaches based on collective instructional agreements to provide coaching support regarding grade level trends and areas of need.

Person Responsible   Paige Trosset (trosset.paige@brevardschools.org)

Three Title One teachers utilize research based intervention based on the decision tree during our school-wide Walk to Reading outside of the 90 minute reading block, to help support and provide intervention with our Tier 2/3 students. (T)

Person Responsible   Carolyn Godfrey (godfrey.carolyn@brevardschools.org)

In an effort to support Higher Order Thinking and Vocabuary acquisition we purchased Brain Pop as an additional resource for all teachers to use in the classroom. (T) In an effort to promote and provide incentives for independent, we purchased Renaissance Learning for K-6. (T)

Person Responsible   Corey Kadlec (kadlec.corey@brevardschools.org)

Administration will host data chats both individually and in grade level teams to discuss data trends from i-ready with teachers and develop a plan for addressing student needs moving forward.

Person Responsible   Paige Trosset (trosset.paige@brevardschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA Subgroups: Students with Disabilities, Black/African American, and Mutliracial subgroups are below the target Federal Index of at least 41%. Our federal index for students with disabilities is 26%, for Black/African American 38%, and our Multiracial students are at 40%.
Measurable Outcome:	We will utilize the progress monitoring groups that we created for our subgroups in i-Ready to progress monitor ALL students within the subgroups identified as higher risk. Students in the ESE, Black/African American, and Multiracial subgroups identified as not meeting grade level expectations, will meet their stretch goal by the third diagnostic. We will also meet at least 41% proficiency for our federal index in the three identified subgroups that are currently below that expectation: ESE, Black/African American, and Multiracial.
Person responsible for monitoring outcome:	Erika Lucarotti (lucarotti.erika@brevardschools.org)
Evidence-based Strategy:	Now more than ever we are becoming more aware of the importance of providing a culturally responsive learning environment for all students. With this awareness comes a recognition of the role that schools play in challenging inequities and a self-reflection of how an individual teacher's cultural lens plays on evaluating students from diverse backgrounds. (Culturally Responsive Teaching and the Brain, 2015). We will utilize the Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably to guide our initial discussions and reflection.
Rationale for Evidence-based Strategy:	We must invest the time to build capacity and understanding for the why behind being culturally responsive in our teaching practices. According the the article from Culturally Responsive Teaching, "teachers can only be held accountable for student outcomes if they are adequately prepared to be culturally responsive to their students learning styles and needs". This will take discussion, reflection, and conscious awareness to change our practice. In addition that this training, Conscious Discipline helps support this practice.

Action Steps to Implement

Utilize Impact meetings to read, discuss, and reflect on current practices for Culturally Responsive Teaching and commit to making shifts as we learn and grow as educators.

Person Responsible	Paige Trosset (trosset.paige@brevardschools.org)

Make connections to Conscious Discipline framework in support of creating a culturally responsive climate.

Person Responsible	Paige Trosset (trosset.paige@brevardschools.org)

Ensure that we are planning for instruction so ALL learners may have access to equitable learning and instruction.

Person Responsible	Beth Conti (conti.elizabeth@brevardschools.org)

Utilize Impact meetings to read, discuss (the components of culture), and reflect on current practices for Culturally Responsive Teaching and commit to making shifts as we learn and grow as educators.

Person Responsible	Paige Trosset (trosset.paige@brevardschools.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math has been identified as an area of focus due to the loss of instruction from March to May 2020. The first iready Math Diagnostic completed in September 2020 shows 35% of students in grades 1-6 are in the at risk tier 3 level and 46% are in tier 2 level. This shows 81% are below grade level at this time.
Measurable Outcome:	By end of year as per iready Diagnostic 3 in Math, the goal is to have at least 40% of our students on grade level.
Person responsible for monitoring outcome:	Jeanette Garcia (garcia.jeanette@brevardschools.org)
Evidence-based Strategy:	Research indicates that targeted intervention leads to increased student achievement.
Rationale for Evidence-based Strategy:	Our student data shows a need for specific, differentiated instruction in math domains that do not match the pacing of standards being taught during math core instruction in the classroom. Title 1 teachers and ESOL IA's will conduct small group targeted instruction in math. Various online adaptive programs will be utilized in classrooms.

Action Steps to Implement

Math instructional coach will coach, model, facilitate planning, and provide feedback to teachers regarding Tier 1 core instruction. (T)

Person Responsible	Jeanette Garcia (garcia.jeanette@brevardschools.org)

Classroom teachers and the Math title 1 teacher will work together to provide Intervention small group support to help close instructional gaps that occurred to lost instructional time form March to May 2020. We have scheduled a 90 minute math block to help support this action. (T)

Person Responsible	Jeanette Garcia (garcia.jeanette@brevardschools.org)

Utilize various online adaptive resources to help close instructional gaps. IE: iready My Path Math, Zearn, Khan Academy.

Person Responsible	Corey Kadlec (kadlec.corey@brevardschools.org)

This year we will include math as an area of focus for our Academic Support Program for students in the Lowest 25% specifically focusing on our ESSA subgroups.

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

For consistency of instruction, we purchased Eureka math instructional materials for our 6th grade teachers and students. We have been implementing Eureka math for the past 3 years, and wanted to remain consistent in our curriculum decisions. (T)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Instructional Practice and Planning for Science- On the 2019 SSA only 37% of Sabal's fifth graders met proficiency or higher. Our Math/Science Coach will support teachers in planning for the 5E model with Science instruction. With Title One funding, we paid for all 4th grade students to participate in the Virtual Indian River Lagoon Field Trip. (T) We will also host a Hands On Science Blitz with ASP funding in April for our fifth grade students to review science standards prior the the SSA. We also purchased Discovery Streaming to help support science instruction for K-6. (T)

To ensure that instruction is aligned to standards and bridge the inequity gap amongst our subgroups, we have set aside funding for the school principal to attend the Standards Institute, if offered in the Spring of 2021. (T)

We have allocated $1,000 for substitutes to encourage teacher collaboration, observation and professional development. (T)

We will continue our Academic Parent Teacher Team Meetings which promote a collaborative partnership between teachers and parents to ensure student achievement. Parents will receive standards aligned reading and math activities to support their children at home. (T)

In an effort to build community and foster relationships, we host at KG Transition/Orientation Night in the Spring in which we provide a book to each family in preparation for the up coming school year. (T)

In the Summer of 2021, a team of three teachers and AP will meet to analyze data and develop a comprehensive needs assessment and SIP 2021. (T)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Data from 2020 discipline referrals, parent and teacher surveys, the Youth Truth Survey, and teacher feedback reflect that student disruptions in the classrooms interrupted and affected the ability to maintain an optimal learning environment. As a school we are working on strengthening our positive school culture through Conscious Discipline and PBIS. Parents have also expressed a desire for communication and

partnership in their children's school experience. As we learn and grow with our Conscious Discipline training as a staff, we will bridge communication at home by hosting a Conscious Discipline night for parents and families.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**