Sabal Elementary School

2022-23 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: 6/1/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: C (44%) 2017-18: C (51%)
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	ATSI
* 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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Trosset, Paige	Principal	Communicates vision for academic success for students based on high expectations for achievement Reviews data and creates a vision for continuous improvement Works with stakeholders to ensure all appropriate personnel including teachers and support staff are in place Leads instructional initiatives and objectives schoolwide Models instructional leadership Participates in schoolwide data analysis Provides coaching and feedback to instructional and support staff Develops progress monitoring plan for SIP goals and student achievement Recruits, hires and retains highly qualified staff Facilitates and participates in ongoing professional development Leads school-based Leadership Team
Hobson, Laura	Assistant Principal	Supports the implementation and communication of the school-wide vision Monitors and Facilitates schoolwide discipline plan Models instructional leadership Participates in schoolwide data analysis Monitors and facilitates our MTSS process Provides feedback and coaching to instructional and support staff Supports curriculum implementation, pacing and assessments Assessment Coordinator ESOL Compliance and Monitoring
Kadlec, Corey	Teacher, K-12	Title 1 Compliance and Coordinator Parent and Family Engagement Data Monitoring School-based Leadership Team Teacher Mentoring Instructional Coaching Interventionist
Tompkins, Mikala	Reading Coach	Instructional Coaching Professional Development School-based Leadership Team Data monitoring Intervention coaching, design, and support
Garcia, Jeanette	Teacher, K-12	Math Intervention Progress Monitoring Action Team Lead School-Based Leadership Team Professional Development Instructional Coaching/Mentoring
Tridnivka, Suzanne	Teacher, K-12	Tier 3 Interventionist Lead Mentor

Name	Position Title	Job Duties and Responsibilities
		Teacher Coaching and Mentoring Staff Culture Action Team Lead School-based Leadership Team
Strenko, Lauren	Teacher, K-12	Reading Interventionist School Culture Team Lead School-based Leadership Team
Tubbs, Ashley	School Counselor	MTSS/IPST Contact Social Emotional/LIFESKILLS implementation School-based Leadership Team
Wilson, Matt	Behavior Specialist	Behavior Support/Intervention Behavior Intervention Plan Assistance Behavior Coaching/Mentoring School-based Leadership Team 504 Contact

Demographic Information

Principal start date
Monday 6/1/2020, Lauren "Paige" Trosset

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
16

Total number of teacher positions allocated to the school
45

Total number of students enrolled at the school
487

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	59	67	63	68	71	73	0	0	0	0	0	0	463
Attendance below 90 percent	9	23	15	19	22	22	19	0	0	0	0	0	0	129
One or more suspensions	1	5	4	5	8	10	16	0	0	0	0	0	0	49
Course failure in ELA	0	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	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	13	23	25	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	14	19	27	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	9	3	12	0	0	0	0	0	0	0	0	0	24

Using the table above, complete the table below with the number of students by current grade level who have 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	10	2	9	13	15	17	0	0	0	0	0	0	66

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	8	2	7	3	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	1	0	2	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 9/16/2022

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	56	71	58	68	77	82	64	0	0	0	0	0	0	476
Attendance below 90 percent	4	15	6	11	13	14	9	0	0	0	0	0	0	72
One or more suspensions	0	3	4	3	2	7	3	0	0	0	0	0	0	22
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	0	2	7	0	0	0	0	0	0	0	0	0	11
LEVEL 1 ON 2021 FSA ELA	0	0	0	3	28	33	25	0	0	0	0	0	0	89
LEVEL 1 ON 2021 FSA MATH	0	0	0	5	30	34	33	0	0	0	0	0	0	102

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	2	2	2	3	24	21	21	25	0	0	0	0	0	100

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	3	10	4	5	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

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	56	71	58	68	77	82	64	0	0	0	0	0	0	476
Attendance below 90 percent	4	15	6	11	13	14	9	0	0	0	0	0	0	72
One or more suspensions	0	3	4	3	2	7	3	0	0	0	0	0	0	22
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	0	2	7	0	0	0	0	0	0	0	0	0	11
LEVEL 1 ON 2021 FSA ELA	0	0	0	3	28	33	25	0	0	0	0	0	0	89
LEVEL 1 ON 2021 FSA MATH	0	0	0	5	30	34	33	0	0	0	0	0	0	102

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	2	2	2	3	24	21	21	25	0	0	0	0	0	100

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	3	10	4	5	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	61%	56%				47%	62%	57%
ELA Learning Gains	50%						57%	60%	58%
ELA Lowest 25th Percentile	34%						51%	57%	53%
Math Achievement	42%	49%	50%				48%	63%	63%
Math Learning Gains	51%						47%	65%	62%
Math Lowest 25th Percentile	48%						24%	53%	51%
Science Achievement	36%	60%	59%				35%	57%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	52%	61%	-9%	58%	-6%
Cohort Comparison		-44%				
05	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-52%				
06	2022					
	2019	44%	60%	-16%	54%	-10%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	61%	-28%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-33%				
05	2022					
	2019	51%	60%	-9%	60%	-9%
Cohort Comparison		-47%				
06	2022					
	2019	53%	67%	-14%	55%	-2%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	56%	-19%	53%	-16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-37%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	32	20	23	35	35	33				
ELL	26	44	29	31	49	58	18				
ASN	60										
BLK	22	56		10	31						
HSP	30	49	23	39	62	69	23				
MUL	33	47		41	50						
WHT	43	50	42	47	48	35	46				
FRL	32	53	32	36	55	57	33				
2021 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 2019-20	C & C Accel 2019-20
SWD	20	30	33	26	36	40	15				
ELL	32	31	8	24	46		30				
BLK	25	50		22							
HSP	28	31	8	21	42	33	33				
MUL	22			24							
WHT	54	54	29	48	48	41	45				
FRL	35	37	27	33	41	36	33				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	41
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	35
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	41
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	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	44
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

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

3rd-6th grade ELA overall proficiency is at 38%. Third grade proficiency increased from 39% to 42% on the FSA for ELA. Fourth grade proficiency remained the same at 37% on the FSA for ELA. Fifth grade proficiency dropped from 40% to 28% on the FSA for ELA. Sixth grade ELA proficiency remained the same at 47% proficiency.

3rd-6th grade Math proficiency levels are at 42%. Third grade math proficiency increased from 38% to 49%. Fourth grade math proficiency decreased from 39% to 38%. Fifth grade proficiency increased from 34% to 36%. Sixth grade proficiency increased from 38% to 48%.

5th grade Science showed a decrease from 39% to 36% proficiency.

Last year's EOY Final i-Ready ELA Diagnostic showed a proficiency rate of 48%.
K-88%
1-36%
2-44%
3-64%
4-41%
5-27%
6-43%

The Final i-Ready Math Diagnostic showed a proficiency rate of 43%.
K- 68%
1-31%
2-31%
3-49%
4-51%
5-35%
6-36%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Lowest 25% Learning Gains ELA
Proficiency rates for our targeted subgroups (ESE, Black/African American, and ELL)
ELA proficiency
Math proficiency
Science proficiency

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One factor to the need for improvement would be addressing the social emotional needs of our students, staff and families. We will continue We will implement new learning from Conscious Discipline and Trauma Informed Training.

New actions being put into place is closely monitoring student data to ensure adequate progress and following the MTSS process to ensure sufficient supports and intervention.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

3rd grade math proficiency increased 11 percentage points.

6th grade math proficiency increased 10 percentage points.

The percentage of Math Level 1s decreased in all grade levels, 3-6.

The percentage of ELA Level 1s decreased in grades 3-5.

Our Hispanic and ELL subgroups made significant improvements in LG and LG of the Lowest Quartile in ELA and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our Title 1 Math Intervention teacher pushed in to support students and teachers in the classroom during the math instructional block.

Targeted collaborative planning around our new curriculum and standards with a focus on student task has has led to a focus on student thinking and problem solving.

What strategies will need to be implemented in order to accelerate learning?

- Weekly planning for the ELA and Math curriculum and standards implementation
- Lexia to support with differentiated intervention
- PENDA Science to support understanding of Science concepts
- Title 1 Math Intervention Teacher will continue to push in to the math block to support our students of highest need. (T)
- Title 1 ELA Intervention Teacher to push in to the reading block to help support with small group instruction, (T)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Weekly Lesson Study with ELA/Math curriculum and B.E.S.T. Standards and Benchmarks
- Vertical Cross-grade discussion around B.E.S.T. Standards and Benchmarks
- Literacy Coach and math coach collaborating with teachers to complete coaching cycles focused on ELA and
math engagement strategies
- Conscious Discipline training and coaching support to ensure engagement and success for ALL students

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue with our Academic Support Program prioritizing our students of greatest need in grades 3-6 for reading and math tutoring and support.

We will continue with a school wide Walk to Intervention scheduled into the master school to support all students.

We will continue weekly collaborative planning and lesson study and quarterly extended planning with a focus on B.E.S.T. standards and benchmarks and instruction and implementation.

We will utilize funding to work towards 1:1 ratio for student computers focusing on grades 3-6 to continue the implementation of Lexia, i-Ready, and PENDA. (T)

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Sabal falls below the targeted Federal Index of 41% or higher in three ESSA Subgroups: English Language Learners (ELL) were at 36%, Black/African American students were at 30%, and Students with Disabilities were at 27%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	It is our goal to increase at least seven percentage points in all subgroups for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Progress Monitoring Action Team will monitor subgroup data monthly. We will utilize the progress monitoring for FAST in the Fall and Winter and i-Ready data to determine continued supports for Tier 2/3 intervention. We will utilize weekly and unit assessments to determine appropriate supports and differentiation for acceleration and remediation during Tier 1 instruction.
Person responsible for monitoring outcome:	Jeanette Garcia (garcia.jeanette@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	TNTP's research findings show that students need scaffolds and supports in place in order to close instructional gaps. TNTP's "Opportunity Myth" shows that students working below grade level increased achievement by 7.3 months more than students with similar abilities not exposed to on grade level material.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Providing Tier 1 standards based instruction for ALL learners with scaffolded support to accelerate learning. Our Tier 1 (Core) Curriculum adopted by Brevard Public Schools is on the approved Florida Instructional Materials Adoption List. At Sabal Elementary, we utilize i-Ready, Lexia and Leveled Literacy Intervention (LLI) to meet the needs of our students needing Tier 2 instruction and intervention. I-Ready tools personalize pathways to help accelerate growth and grade-level learning and access. For Tier 3 instruction, teachers will utilize 95 Percent Group Interventions, and Barton Reading and Spelling, and Visualize and Verbalize intervention materials to provide intensive, systematic and explicit instruction on foundational skills utilizing evidence based practices as listed in the IES practice guides assisting students struggling in reading. (T)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Facilitate monthly Progress Monitoring Action Team discussion, planning, and follow up.
- Utilize I-Ready lessons assigned for targeted acceleration,
- Facilitate student-led conferences with parents to promote family engagement. (T)
- Utilitze the Title 1 team to push in to support targeted small group instruction in the core math block in grades 2-6 and the ELA block for grades K-2.
- Utilize Title 1 Intervention Team to support school-wide intervention block. (T)

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

-Implementation of standards aligned curriculum for all subjects.
-Develop a student data notebooks where students set personal goals and self-monitor progress.
-Facilitate PD focused on the TNTP "Opportunity Myth" and set personal goals for development.
-Provided targeted support for identified subgroups through Academic Support Programs (ASP).

Person Responsible Mikala Tompkins (tompkins.mikala@brevardschools.org)

- Utilize Multi-Tiered Systems of Support (MTSS) Process to support ALL learners: Designated intervention in the master schedule, data discussions, explicit and systematic small group instruction for phonemic awareness, phonics, fluency, comprehension, and vocabulary. (T)
- Develop a plan and implement targeted mentoring for our subgroups falling below the 41% federal index and our lowest performing quartile.

Person Responsible Ashley Tubbs (tubbs.ashley@brevardschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Sabal's ELA, Math, and Science data shows that our students are below 50% proficiency in a all subjects. Our i-Ready data shows that we are making small gains towards proficiency, but it is not enough to close the achievement gap. Classroom walkthough data, youth truth surveys, and teacher input surveys show that students are actively compliant in class, but they are not getting to the deep of active engagement and thinking that we know is required for true ownership and mastery of grade level standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	English Language Arts (ELA)= Increase proficiency, students with at a level 3 or higher, from 38% to 45% as measured by the Florida Assessment of Student Thinking (F.A.S.T.) Math= Increase proficiency, students scoring Level 3 or higher, from 42% to 50% as measured by the Florida Assessment of Student Thinking (F.A.S.T.) Science= Increase proficiency, students scoring a Level 3 or higher, from 36% to 45% as measured by the State Science Assessment (SSA)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA: I-ready and FAST Progress Monitoring Math: I-ready and FAST Progress Monitoring Science: District Science Assessments and PENDA
Person responsible for monitoring outcome:	Jeanette Garcia (garcia.jeanette@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Hattie's research for increased student achievement shows: High expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. In addition, student and teacher efficacy lead to increased achievement. Our Tier 1 (Core) Curriculum adopted by Brevard Public Schools is on the approved Florida Instructional Materials Adoption List. We are focusing our professional development on the "Teach Like A Champion" Habits of discussion to increase our student engagement and discourse in our Tier 1 instruction across all content areas. At Sabal Elementary we utilize i-Ready, Lexia and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) to meet the needs of our students needing Tier 2 instruction and intervention. I-Ready tools and Lexia personalize pathways to help accelerate growth and grade-level learning and access. (T)

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Implementing high quality standards aligned instructional with fidelity will support increased achievement in Tier 1 core instruction for ELA, Math, and Science. High quality instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional material and tasks will support teachers in understanding how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs of students. Professional development will be designed to model, allow teachers to practice, and plan for implementation in their classrooms. Our classroom walkthrough tool will include specific observable actions to allow the leadership team to provide timely feedback to teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Instructional coaches facilitate weekly collaborative planning and differentiated professional development at "IMPACT Meetings" focused on planning for active student engagement across all content and B.E.S.T. standards. (T)
- Instructional coaches will utilize the Mathematical Thinking and Reasoning standards (MTRs) and ELA Expectations in planning instruction for student engagement.
- Literacy coach facilitate professional development on early release PD days with a focus on student engagement strategies including: Teach Like a Champion Habits of Discussion. (T)
- Identify and facilitate PD using Teach Like a Champion instructional techniques for Habits of Discussion to
promote student discourse, elaboration, and student thinking.

Person Responsible   Mikala Tompkins (tompkins.mikala@brevardschools.org)

- Revise our BPS Vision for Excellent Instruction walkthrough tool to target evidence of active student engagement.
- Provide frequent feedback and coaching to teachers, both individually and in grade level teams, on classroom walkthroughs and planning sessions.
- Collaborate with district content specialists and math and literacy coaches to plan for ongoing professional development and coaching around instructional practices for the B.E.S.T. standards for Math and ELA.
- Utilize Discovery Streaming and Brain Pop to support science instruction and higher order thinking and vocabulary acquisition. (T)

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

- Plan and implement Family Curriculum Nights for science, math and ELA including a partnership with Orlando Science Center and Literacy Leadership Team. (T)
- Develop and implement a hands on Science Blitz for fifth grade students through our Academic Support Program to take place in Spring 2023. (T)

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

#3. Positive Culture and Environment specifically relating to Conscious Discipline Anchor School Implementation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data from 2022 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Reduce the number of discipline referrals by 10% across all grade levels.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom and campus walkthroughs conducted weekly to ensure that Conscious Discipline structures and routines are being implemented and creating a safe and connected learning environment for all students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Children require strategies for communicating needs for connectedness and safety. Conscious Discipline research shows that we must be in the executive brain-state before problem solving and learning can take place. Strong relationships within and across classrooms inspire students to be intrinsically motivated, composed and self-regulated to be contributing members of a school family.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Conscious Discipline Adults/children practicing composure and self-regulation. Using strategies and skills from Conscious Discipline to keep us in our Executive Brain State for Optimal Problem Solving and Learning.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Model Conscious Discipline Structures and Routines at every small group or whole group staff meeting/ training and Parent and Family Engagement Nights throughout the year. (Brain Smart Start, Kindness Tree, School Family Board, Celebrations, School Chant, etc.) (T)
- Demonstrate Conscious Discipline Brain Smart Start Uniting/Connecting/Disengaging Stress on the morning announcements.
- Facilitate monthly Conscious Discipline Action Team (CDAT) meetings to plan for schoolwide implementation and professional development.
- Collaborate monthly with CD Master Certified Coach, Amy Zolessi, for coaching, observations, feedback

and planning for next steps.
- Share Conscious Discipline resources and strategies with families at our family engagement nights and our School Advisory Council Meetings. (T)
- Utilize Conscious Discipline resources and tools for implementation schoolwide. (T)

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

- Train K-1 teachers on the Feeling Buddies Self regulation tools for Conscious Discipline. (T)
- Facilitate Conscious Discipline "micro- PD" at monthly staff meetings. (T)
- Facilitate teacher led book study of "Emotional Mayhem" for small group PD. (T)
- Send team to the Conscious Discipline Conference in June 2023. (T)

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

-D3 i-Ready data from 21-22 shows that below 50% of students in grades K-2 are not on track to score proficiency or above on the statewide ELA assessment. D3 i-Ready data shows that KG had 53% of students at or above grade level; 1st grade had 16% of students at or above grade level; 2nd grade 29% of students at or above grade level.
-Planning sessions need to have clear structure to focus on alignment of benchmarks, resources, student tasks, assessments, and transfer to instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

-21-22 FSA data shows 58% of 3rd graders, 63% of 4th graders, and 72% of 5th graders scored below proficiency (Level 1 or 2).
- D3 i-Ready data shows that 38% of 3rd graders, 27% of 4th graders, 13% of 5th graders were at or above grade level in ELA.
-Increasing primary literacy achievement so that gap begin to close in grades 3-5.

-Collaborative planning sessions have a clear structure to focus on alignment of benchmarks, resources, student tasks, assessments, and transfer to instruction.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Short term- Based on the data from PM1, on PM2 students will demonstrate at least 50% of students in K-2 will demonstrate proficiency in ELA.
Long term- By Spring 2023 FAST, 75% of students in grades K-2 will demonstrate proficiency in ELA.

Grades 3-5: Measureable Outcome(s)

Short term- Based on the data from PM1, on PM2 students will demonstrate at least 40% of students in grades 3-5 will demonstrate proficiency in ELA.
Long term- By Spring 2023 FAST, 60% of students in grades 3-5 will demonstrate proficiency in ELA.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- PM1, PM2, FAST
- i-Ready D1 and D2
- Classroom Walkthroughs and Feedback
- Benchmark Advance Assessments
- Intervention Data- specifically target identified gaps

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Trosset, Paige, trosset.paige@brevardschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Explicit instruction
- Introduces new content, concept, or skill clearly and directly
- Models/demonstrates use of the new or retaught content, concept, or skill
- Provides visual/auditory examples
- Frequent opportunities for guided and independent practice
Systematic instruction
- Logical progression from simple to more complex
- Conducts a cumulative review (enables students to make connections)
- Opportunities for students to practice previous content to progress toward learning goals
Scaffolded instruction
- Intentional, temporary, support
- Open-ended questions, prompts and cues, breaking down into smaller steps, visual aids, examples and/or encouragement
- Gradual release until student(s) can perform independently
Lexia (Strong level of evidence)
- Aligns with PA, Phonics, Fluency B.E.S.T. Standards
- Systematic and structured approach to the six critical areas of reading

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:
- B.E.S.T. Standards Aligned
- Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
- Meet Florida's definition of evidence-based
- Systematic and/or Explicit
- Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: - Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during and after common planning sessions. - Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. - Clearly communicate the expectations for planning with coaches and teachers at Sustainable Elementary School. - Establish Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support (could mean eliminating duties for the coach and establishing criteria for determining who the coach will work with during the school year). - Collaborate with content coaches before/after each planning.	Tompkins, Mikala, tompkins.mikala@brevardschools.org
Literacy Coaching: - Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats - Prepare for planning process and send teachers the agenda, items, tasks, and other resources in advance for them to complete the pre-work - During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. - Identify and plan for the supports that teachers will need before, during, and after planning (pre-planning sessions, coaching questions to connect teacher thinking to aligned instruction, etc.)	Tompkins, Mikala, tompkins.mikala@brevardschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Sabal is in year three in the development of becoming 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 2022 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.

It is our goal to attain a school-wide decrease in behavior referrals by 5% in the third 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.
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.
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. Monthly faculty PLCs are focused on learning and implementing Conscious Discipline strategies.
All classes 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.

We will provide Conscious Discipline family resources and strategies at our Parent and Family Engagement events throughout the year in collaborative partnership with our families for consistent practices between school and home. (T)

We are in the process of building a family resource library accessible to parents in our front lobby with academic and Conscious Discipline resources to check out for home use. (T)

Identify the stakeholders and their role in promoting a positive school culture and environment.

Leaders demonstrate how those beliefs manifest in the school building. Teachers, coaches, and administrators participate in weekly collaborative planning is solutions-oriented and based in disaggregated data and focused on standards aligned instruction. Student work is displayed throughout school. The administration ensures
that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.

Our School Advisory Council (SAC) meets monthly to discuss school data and plan for continuous school improvement.

Our Parent Teacher Organization (PTO) works with our teachers to plan for student and teacher recognition through PBIS celebrations and events.

Parent and Family Engagements events are planned throughout the year to include curriculum/standards alignment as well as school family connection and unity. (T)

Student led conferences will take place in grades 3-6 to involve students in goal setting and progress monitoring.

Administration meets regularly with student leaders to solicit input and feedback from students in grades 4-6 for continuous school improvement.

The school engages families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.