Dr. W.J. Creel Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Dr. W.J. Creel Elementary School

2000 GLENWOOD DR, Melbourne, FL 32935

http://www.creel.brevard.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

As a school family, Dr W.J. Creel's mission is to empower each other to S.O.A.R. to greatness!

Provide the school's vision statement.

Together We Will Achieve Greatness!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gaumond, Nicole	Principal	
Oberbeck, Sarah	Assistant Principal	
McCullough, Rachell	Other	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The school SIP team includes our SAC chairperson, coaches, teachers, IA's, administration, and parents. Feedback was given from all parties after CNA data analysis was completed on next steps for SIP at Creel. These conversations looked at both academic and social emotional support in all areas.

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

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. Additionally, weekly coach and administration walkthrough data will be used to plan for supports and ensure that all students needs are being met. Monthly leadership and SIP team meetings will be held as well as weekly data meetings with all instructional staff to identify areas of growth and needed improvement area's to plan for next steps within instruction. As a CSI school we will also working closely with our BSI staff each monthly to ensure the most effective aspects of school improvement are being implemented with fidelity in all classrooms.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	20	16	22	13	16	19	0	0	114
One or more suspensions	0	9	9	11	6	10	16	0	0	61
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	3	0	0	4
Course failure in Math	0	0	0	1	0	0	5	0	0	6
Level 1 on statewide ELA assessment	0	0	0	9	15	25	42	0	0	91
Level 1 on statewide Math assessment	0	0	0	0	11	16	47	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	39	56	53	19	20	48	0	0	235
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	4	8	9	14	24	0	0	61

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	1	10	2	0	3	0	0	27
Students retained two or more times	0	0	1	3	0	3	0	0	0	7

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	22	20	14	14	19	13	0	0	102
One or more suspensions	0	10	3	8	5	7	16	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	6	35	32	0	0	89
Level 1 on statewide Math assessment	0	0	0	11	11	39	45	0	0	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	4	0	0	0	0	0	0	27

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	4	7	12	21	0	0	45

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	5	16	0	0	2	0	0	35
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	22	20	14	14	19	13	0	0	102
One or more suspensions	0	10	3	8	5	7	16	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	6	35	32	0	0	89
Level 1 on statewide Math assessment	0	0	0	11	11	39	45	0	0	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	4	0	0	0	0	0	0	27

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	4	7	12	21	0	0	45

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	5	16	0	0	2	0	0	35
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	58	53	40	61	56	44		
ELA Learning Gains				47			49		
ELA Lowest 25th Percentile				33			47		
Math Achievement*	37	58	59	44	49	50	40		
Math Learning Gains				50			41		
Math Lowest 25th Percentile				40			29		
Science Achievement*	36	58	54	24	60	59	32		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	64	54	59	58			38		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	219
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	4
ELL	42			
AMI				
ASN				
BLK	25	Yes	4	2
HSP	43			
MUL	50			
PAC				
WHT	40	Yes	1	
FRL	40	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL	45			
AMI				
ASN				
BLK	27	Yes	3	1
HSP	43			
MUL	51			
PAC				
WHT	44			
FRL	38	Yes	2	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			37			36					64
SWD	19			13			6				4	
ELL	30			33							3	64
AMI												
ASN												
BLK	29			27			13				4	
HSP	41			33			29				5	61
MUL	52			47							2	
PAC												
WHT	46			41			43				4	
FRL	37			33			36				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	47	33	44	50	40	24					58
SWD	22	28	22	24	33	29	0					
ELL	36	61		34	38							58
AMI												
ASN												
BLK	19	31	20	31	42	35	11					
HSP	39	53	58	39	44	31	25					58
MUL	45	48		50	62							
PAC												
WHT	49	50	32	50	56	43	31					
FRL	35	45	32	36	49	42	18					46

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	49	47	40	41	29	32					38
SWD	21	39	38	24	33	19	19					
ELL	37	59		42	53							38
AMI												
ASN												
BLK	33	35	23	28	30	23	19					
HSP	42	54	50	43	57							40
MUL	51	71		31	44							
PAC												
WHT	48	49	55	46	39	18	32					
FRL	38	42	33	34	38	21	24					32

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	59%	-26%	54%	-21%
04	2023 - Spring	51%	61%	-10%	58%	-7%
06	2023 - Spring	43%	61%	-18%	47%	-4%
03	2023 - Spring	35%	56%	-21%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	67%	-15%	54%	-2%
03	2023 - Spring	29%	60%	-31%	59%	-30%
04	2023 - Spring	40%	61%	-21%	61%	-21%
05	2023 - Spring	34%	55%	-21%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	57%	-24%	51%	-18%

III. Planning for Improvement

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

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

MATH: Student data on FAST indicates a deficit in math proficiency (39%). Proficiency is below district (61%) and state (57%) averages.

Science: Student data on SSA indicates a deficit in science proficiency (33%). Proficiency is below both the district average (57%) and the state average (51%).

ELA: Student data on FSA indicates a deficit in ELA proficiency (42%). Proficiency is below district (59%) and the state average (52%).

SWD performed below 32% for three consecutive years.

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

In 2022, 44% of our students scored proficient on the FSA. In 2023, 39% of students scored proficient on the FAST. Some factors that could have contributed to this decline are gaps in student learning due to the change from the MAFS to BEST benchmarks. Also, learning materials were not readily available to all grade level teachers and students at the beginning of the year, which delayed teacher learning of new curriculum, which trickles down to student learning. The math intervention teacher whom was to work with 4,5 and 6 grade students was utilized in a different position.

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.

Math had the greatest gap as 39% of students scored proficient on the FAST, compared to 59% of the state. Some factors that could have contributed to this decline are gaps in student learning due to the change from the MAFS to BEST benchmarks. Also, learning materials were not readily available to all grade level teachers and students at the beginning of the year, which delayed teacher learning of new curriculum, which trickles down to student learning. The math intervention teacher whom was to work with 4,5 and 6 grade students was utilized in a different position.

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

Science showed the most improvement, with 25% of the students proficient in 2022 to 33% of students proficient in 2023. The science coach collaborated grade level teams to plan and incorporate the 5 E model lesson structure, provided hands-on labs, tracked and analyzed formative and summative data that helped guide instruction.

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

Attendance has historically been a concern within our school. Last year we worked with our Parent Liaison to establish procedures to encourage our students to attend school regularly. This year with the loss of the parent liaison position we have added an additional guidance counselor to the support team. The team has been assigned to specific grade levels so they can target specific interventions for both academics and attendance needs. We also conducted home visits on a regular basis to check on students that were missing multiple days of school. This process will continue and grow this school year. Another area of concern is in the number of suspension days issued in 5th & 6th grades. This has again been a historical issue. We are working on implementing plans to help track behaviors being seen, working with teachers and students to correct issues and be proactive instead of reactive to behaviors that are typically seen in 6th grade, especially. This also makes teaching more effective for our teachers so they can focus on specific needs and gaps that are being seen with individual students.

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

1. Instructional Practice in Reading
2. Instructional Practice in Math
3. Instructional Practice in Science
4. Teacher recruitment and retention

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

#1. Instructional Practice specifically relating to Math
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Student data on FAST indicates a deficit in math proficiency (39%). Proficiency is below district (61%) and state (57%) averages. To impact student achievement, instructional planning and coaching systems are needed to provide clarity to all teaching staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Math proficiency scores will increase as a result of teachers collaboratively planning and the implementation of benchmark-based instruction in all classrooms. The utilization of the Reveal (K-5) and EdGems (6) math program will impact student outcomes. In 2023, 39% of students were proficient on the Math FAST. The goal for 2023 is to increase student proficiency by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Teachers will monitor student progress on iReady diagnostic (2x) and FAST (3x) per year. Teachers will monitor student progress utilizing unit assessments. Assessment data will be analyzed at data meetings and grade-level planning sessions with coaches (T) to determine skill deficits that will drive instructional planning for tiered math support. All teachers will be given tiered instructional supports that will be monitored using a school-created coaching tool. This is used by administration and coaches (T) to monitor and record teacher-selected areas of growth to improve instructional practices. Administration will utilize the school-created walkthrough tool on a weekly basis to identify benchmark-based instruction, research-based curriculum, specific teacher and student action look-fors, and student engagement. This data will provide quality instructional feedback to teachers. Evidence of Implementation: Student-performance data, coaching tool, and walkthrough tool data.
Person responsible for monitoring outcome:
Sarah Oberbeck (oberbeck.sarah@brevardschools.org)
Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Reveal Math and EdGems curriculum are strategically designed to fuel active student engagement and deepen conceptual understanding. This coherent, vertically aligned K–5 and 6th grade Tier 1 math curriculum will help uncover the mathematician in every student through productive struggle, rich tasks, inquiry opportunities, and mathematical discourse. Teachers will also utilize pre-assessment data from the curriculum to identify student gaps and address those needs in small groups. Teachers will monitor lowest 25% and use curriculum resources to fill the gaps within instruction.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. The strategy when paired with administration walk-throughs, immediate feedback, and common assessments can yield great results for all learners. Learners

will be provided opportunities for productive struggle, rich tasks, inquiry opportunities, and mathematical discourse.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement year two of the Reveal program in K-5 and EdGems in 6th grade to increase student depth of knowledge on benchmarks. Teachers in K-2 will plan with their grade levels and math coach (T) and teachers in 3-6 will plan in cross grade level groups with the math coach (T). Teachers will be provided with substitute coverage to attend the planning sessions. (U)

Person Responsible: Courtney Droll (droll.courtney@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Math coach (T) will work with teachers (Gen Ed and ESE) using a systematic planning structure so that grade levels can stay on pace with the district and collaboratively plan utilizing the Reveal and Ed Gems Math curriculum in order to increase the benchmark-based instruction and coaching systems will move teachers to the next level of deeper mathematical knowledge and teaching practices which will benefit all students.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Teachers will plan monthly with their team (including ESE teachers) and math coach (T) for whole group and small group math instruction as well as math interventions. Teachers will plan as a team (grade levels (K-2) or cross grade levels (3-6)) weekly so they can support each other and work together to plan ahead and prep materials for lessons.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Math coach (T) will facilitate PD opportunities on the new BEST standards for math for teachers including, but not limited to, schoolwide PD (once per semester), grade level PD (monthly), and voluntary math book studies (on-going) (T).

Person Responsible: [no one identified]

By When: Ongoing throughout school year (August 2023-May 2024)

Math coach (T) will work with grade level teams to track exit ticket data (formative assessment) and use that data to look at student successes and areas to grow before unit assessments and to make decisions about students to work with during math intervention and continue to target students who need extra support.

Person Responsible: [no one identified]

By When: Ongoing throughout school year (August 2023-May 2024)

Math coach (T) will utilize monthly planning sessions to model using and disseminate math manipulatives (T) to teachers to ensure that teachers have meaningful knowledge on how to use them effectively with students
so students can engage in productive struggle and rich problem solving tasks.

Person Responsible: Courtney Droll (droll.courtney@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Administration, coaches, and teachers will meet monthly to analyze student data to determine students who are not showing learning gains and or meeting proficiency expectations. UNISIG funding will pay for additional meetings for data analysis to ensure all students are predicted to make a
years' growth.

Analyzation of data will occur to determine answers to the following:
*Did change happen?
*Can it be replicated?
*Is it sustainable?
*Is teacher-practice changing based on quantifiable data from look-for tool?
*Is student achievement data showing learning gains?
*Are the data tools being used to monitor instructional practices showing that implementation is being done with fidelity and quality of planning?

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FAST Data (ELA and Math) and rationale
STAR Reading and Early Literacy and Math
SSA Data

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Schoolwide FAST data showed that 40% of students were proficient in ELA and 38% of students were proficient in math in grades 3-6 in the 22-23 school year. Our goal for the 23-24 school year is to increase student proficiency by 10% on the ELA and Math FAST for grades 3-6.
Schoolwide STAR data showed that 38% of students were proficient in ELA and 51% of students were proficient in math in grades K-2 in the 22-23 school year. Our goal for the 23-24 school year is to increase student proficiency by 10% on the ELA and Math STAR for grades K-2.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Coaching plans that include:
Identified focus for coaching aligned with the school's instructional look fors
Method by which coaching will be provided
Coaching logs that include:
Actions taken by the coach and the teacher
Outcomes as a result of coaching
Administration will schedule a time to review coaching documentation and provide feedback and support to coaches
Administration will review weekly coaching schedules to ensure coaching with fidelity
School-wide Walkthrough tool and student data utilized by coaches and administration to determine next steps for coaching

Person responsible for monitoring outcome:

Nicole Gaumond (gaumond.nicole@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Coaches (T) will guide teachers in data analysis and assist with planning next steps based off of the data from FAST, STAR, and iReady. Coaches (T) will conduct professional development using a professional development needs assessment to determine what areas teachers need further guidance on. Coaches (T) will implement the coaching model by using the walk through tool to determine areas of growth for teachers and work with them one on one to increase areas of instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Evidence supports that the coaching model provides a more immediate response to data and teacher needs. In order to meet the specific needs of our instructional staff we are integrating the walk through tool to identify areas of support that are needed the feedback from this tool will drive the tier levels of support, which will also serve as a talking point in the coaching cycle.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Coaches (T) will create and maintain a live scheduling document that will be updated weekly. This will allow admin to see which teachers coaches are working with and when they are working with them.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Schedules will be created on August 2, 2023 and will be updated weekly to show where coaches are.

Coaches (T) will create a coaching log. Coaches (T) will use the walkthrough tool to determine which teachers to work with. Coaches (T) will track observations, debriefs, and class walkthroughs using the coaching log. Coaches (T) will use this log to have conversations with administration.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Coaching log will be created by August 2, 2023 and will be updated and maintained weekly throughout the year.

Weekly meetings between administration and coaches (T) will be held to disucss action steps.

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Meetings will begin weekly starting in August 2023 and continue throughout the year.

Monthly Friday meetings with administration and coaches to analyze school wide or grade level by teachers to determine next steps for coaching focus

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Meetings will be monthly starting August 2023 and continue throughout the year

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student data on SSA indicates a deficit in science proficiency (33%). Proficiency is below both the district average (57%) and the state average (51%). To impact student achievement, instructional planning and coaching systems are needed to provide clarity to all teaching staff.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Schoolwide Science scores will increase as a result of teachers collaboratively planning and the implementation of standards based instruction in all classrooms with the district created Science resources aligned to standards based instruction. In 2023, 33% of 5th grade students were proficient on the SSA. The goal for the 2023-2024 school year is to increase the percentage of students proficient on the SSA to 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All teachers will be tiered using the school-created coaching tool. This is used by administration and coaches to monitor and record teacher-selected areas of growth to improve instructional practices. Administration will utilize the school-created walkthrough tool on a weekly basis to identify standards-based instruction, research-based curriculum, specific teacher and student action look-fors, and student engagement. This data will provide quality instructional feedback to teachers.

Teachers and Science Coach will monitor PENDA (grades 3-6) and district created science summative assessments (grades 3-6) throughout the year to ensure understanding of each standard. Assessment data will be analyzed bi-monthly at MTSS meetings and grade-level planning sessions with coaches to determine skill deficits that will drive instructional planning for tiered science support in grades 3-6.

Evidence of Implementation: Student-performance data, coaching tool, and walkthrough tool data

Person responsible for monitoring outcome:

Nicole Sherburne (sherburne.nicole@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative planning with science coach the utilization of the Five E model for hands on science instruction that will provide learners opportunities for productive struggle, rich tasks, inquiry opportunities, and student discourse.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. This strategy when paired with administration walkthroughs, immediate feedback, and common assessments can yield great results for all learners. Planning sessions

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Science coach (U) will work with teachers (monthly) using a systematic planning structure so that grade levels can stay on pace with the district and collaboratively plan utilizing the district curriculum and 5E process in order to increase the standards based instruction. Coaching systems will move teachers to the next level of deeper science knowledge and teaching practices which will benefit all students.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Teachers will plan collaboratively with grade-level team and Science coach (U) (monthly) using the standards aligned science resources created by the district. This collaboration will aid in increasing standards-based instruction and a deeper science knowledge for all students.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Administration and coaches will utilize walkthrough tool (weekly) aligned to school improvement gap analysis to monitor and provide actionable feedback to teachers.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

The continuation of Generation Genius (T) and PENDA for science interactive instruction grades 3rd - 6th. These standards-based programs will help to reinforce skills, and deepen understanding of grade level science benchmarks as documented by classroom achievement data
collected from PENDA activities, as well as district summative assessments.

Person Responsible: Nicole Sherburne (sherburne.nicole@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Science coach (U) will model and coach teachers on standards aligned science instruction during science lab and provide feedback for teacher growth in grades 3-6.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Science coach (U) will work with grade level teams to track formative and summative data (district, Penda, SSA prep) and use that data to look at student successes and areas to grow before upcoming unit assessments. Then make decisions about which students will benefit from additional support during science lab and continue to target those students.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

Monthly data and MTSS meetings with teachers will continue and focus on the lowest 25% student population as well as ESSA categories identified under 41%. Classroom teachers will have data binders with student data sheets that will facilitate student/teacher data conversations. The expectation will be that data chats are occurring after each common assessment.

Person Responsible: Nicole Sherburne (sherburne.nicole@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

The science coach (U) will provide at home activities and resources in the school's monthly newsletter to support at home learning. These activities will align with district pacing and benchmark blocks.

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing throughout school year (August 2023-May 2024)

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment continues to be a concern that impacts student achievement. Having a well-qualified, effective teacher in every classroom is critical to improving student outcomes. At Endeavour, teachers are provided many hours of coaching, support, feedback and professional learning. These marketable attributes combined with the unique needs of a high poverty school often lead to teacher attrition. Another unique factor in SY23-24 impacting teacher retention is loss of additional instructional hour/pay. Substitutes are also challenging to recruit and retain. This limits the amount of professional learning teachers can attend.

The following data show teacher trends: (Insert ACCURATE data)
Total Teachers BOY Effective Teachers Retained BOY Brand New Teachers Vacancies
SY22-23: 43 77% 23% 0%
SY23-24 39 81% 19% 0%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Baseline - BOY - SY23-24: 77% of teachers were retained; 74% of instructional support staff were retained.
End goal -BOY SY24-25 95% of teachers will be retained, 90 % of instructional support staff will be retained.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher Attendance (Quarterly)
Utilize Insight Survey Data
Meeting with Grade Level leads to get feedback and address team needs
Tiering of Teachers for Support with monitoring occurring coaching logs and feedback spreadsheets
Teacher feedback conversations and surveys will be utilized to determine the impact of action steps

Person responsible for monitoring outcome:

Nicole Gaumond (gaumond.nicole@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Develop homegrown teacher pipeline - recruit a diverse workforce and support interested staff members in obtaining certification
Cultivate a culture of collaboration: structured collaborative planning, assigned mentors
Empower teachers to succeed via mentors, collab planning, coaching, feedback, professional learning
Celebrate great teaching
Support Teacher well-being/self-care
Smaller class sizes (T)
Continue to coach teachers on using Conscious Discipline Strategies for Tier 1 success for ALL students (T)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Building Teacher Self-Efficacy and Autonomy
Teachers who feel a strong sense of self-efficacy
and autonomy in their professional lives indicate higher levels of engagement. When teachers
feel competent in their professional abilities and have the freedom to exercise their competence,
their overall job satisfaction improves.
Teacher self-care can play an important role in not only reducing stress, but also identifying additional physical,
mental, and emotional needs. Self-care should be a consistent—and ideally daily—practice that enables teachers to alleviate tension, acknowledge feelings, recognize needs, and plan for additional supports.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop teacher pipeline with local universities and Instructional Assistant to Teacher pathways.

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Ongoing

Empower teachers to succeed through the use of mentors, collaborative planning, coaching, feedback, professional learning

Person Responsible: Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

By When: Ongoing with check-ins during mentoring meetings, grade level chair meetings, and feedback surveys

Support Teacher well-being/self-care - building a culture of efficiency and preparation to our daily structure and emphasizing self-care on personal time. Staff will highlight self-care strategies and hobbies through a variety of activities. Feedback and connection conversations will assist with providing support and focusing on uplifting culture.

Person Responsible: Tessa Thompson (thompson.tessa@brevardschools.org)

By When: 2x per month

Cultivate collaborative teams
Pre-planning professional learning will assist with a strong start to the school year
Weekly team meetings dedicated to best teaching practices with curriculum
Quarterly progress monitoring

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Quarterly

Celebrate great structures, impact on student achievement, and collaborative support through teacher shout outs, recognition at meetings, and prize incentives.

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Ongoing

Provided professional support to increase teacher confidence: coaching, district peer mentor support, job embedded PD, opportunities to observe instruction, extended paid planning times.

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Ongoing

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 22-23 FAST Data shows 64% of 3rd graders, 49% of 4th graders, and 68% of 5th graders scored below grade level (Levels 1 and 2). To impact student achievement and proficiency, instructional planning and coaching systems are needed to provide clarity to all teaching staff.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency scores will increase as a result of teachers collaboratively planning and the implementation of benchmark-based instruction in all classrooms. The utilization of the Benchmark (K-5) and Savvas (6) literacy program will impact student outcomes. In 2023, 42% of students were proficient on the ELA FAST. The goal for 2023-2024 is to increase student proficiency by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will monitor student progress on iReady diagnostic (3x) and FAST (3x) per year. Teachers will monitor student progress utilizing unit assessments. Assessment data will be analyzed at data meetings and grade-level planning sessions with coaches (T) to determine skill deficits that will drive instructional planning for tiered
ELA support.

All teachers will be given tiered instructional supports that will be monitored using a school-created coaching tool. This is used by administration and coaches (T) to monitor and record teacher-selected areas of growth to
improve instructional practices. Administration will utilize the school-created walkthrough tool on a weekly basis to identify benchmark-based instruction, research-based curriculum, specific teacher and student action look-fors, and student engagement. This data will provide quality instructional feedback to teachers.

Evidence of Implementation: Student-performance data, coaching tool, and walkthrough tool data.

Person responsible for monitoring outcome:

Sarah Oberbeck (oberbeck.sarah@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

K through fifth grade teachers will implement the Benchmark Universe curriculum and sixth grade teachers will implement the Savvas curriculum, both align with the B.E.S.T. Standards. Teachers will also use the iReady Magnetics (U) program in an additional thirty minute time to enhance phonics, vocabulary, and comprehension instruction. Teachers will also utilize Lexia (T), iReady, Fundations (T), Read Naturally, Visualizing and Verbalizing, Imagine Learning and 95% Group materials during the intervention process. These materials are systematic, explicit and meet Florida's definition of evidence-based materials.
Teachers will be given standards-aligned Collaborative Planning time, Site-based Coach Support, Ongoing PD utilizing Teach Like a Champion (these PDs equip teachers with various strategies to increase academic instruction in ELA), Instructional Expectations, and research-based quality curriculum resources. Pacing and guidance documents for core instruction will be referenced with fidelity to support K-12 implementation.
Decision Trees and IPST Forms 1-8 are tools used in MTSS process.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

K-6 data shows Creel students need explicit, systematic phonics instruction. 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 Brevard K-12 Comprehensive Evidence-based Reading Plan, meet Florida's definition of evidence-based, are systematic and explicit, and geared towards struggling readers with and emphasis on Foundational Skills such as Phonological Awareness and Phonics.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administration will define roles and establish a Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support, and collaborate with content coaches (T) before/after planning. Administration will clearly communicate the expectations for planning sessions with coaches (T) and teachers at Dr. W.J. Creel Elementary, and develop content area planning protocols that will delineate expectations for benchmark-aligned instructional practices.

Person Responsible: Nicole Gaumond (gaumond.nicole@brevardschools.org)

By When: Define by August 2023, ongoing if needed to be adapted

Literacy coach (T) will plan lessons with teachers, model, co-teach, engage in reflective conversations, and engage in data chats. During planning, literacy coach (T) will focus on teacher clarity, instructional model and strategies, questioning and assessments that align with the benchmarks and will support intended learning.Literacy coach (T) will identify and plan for the supports that teachers will need before, during, and after planning. Grades K-2 will have a day long planning day every six weeks; grades 3-6 will have a day long vertical planning with their subject area coaches.ELA Instructional Assistants will provide explicit, systematic phonics instruction based on targeted intervention data. The Literacy Coach (T) will work with the IA's to provide training, weekly support, and feedback.

Person Responsible: Kimberly Dias (dias.kimberly@brevardschools.org)

By When: Ongoing throughout the year

Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI, PSI, and ORR to monitor reading skills development. Literacy coach (T) will work with teachers to define performance criteria based on assessment data that prompts the addition of Tier 2 and Tier 3 interventions for students not meeting expectations and or benchmarks. The literacy team will have data chats regularly around Benchmark Advance assessments, iReady, FAST, and intervention OPMs to determine next steps.

Person Responsible: Kimberly Dias (dias.kimberly@brevardschools.org)

By When: Ongoing throughout the year

Literacy Coach (T) will provide Job- embedded PD and side by side coaching. On-site intervention material and instruction PD will be provided by Literacy Coach (T) and/or Leadership team. The literacy leadership team will identify mentor teachers and establish model classrooms for other members of the teaching staff to visit. The literacy leadership team will ensure that time is provided for teachers to meet weekly for professional development using the professional development needs assessment.

Person Responsible: Kimberly Dias (dias.kimberly@brevardschools.org)

By When: Ongoing throughout the year

ESE teachers will meet weekly with the literacy leadership team to review and analyze data, and bi-weekly with the Literacy Coach (T) to plan curriculum lessons. ESE teachers will implement the Benchmark curriculum in their instruction to target the specific needs of the ESE population, as well as other sub groups that are identified as needing additional instruction.

Person Responsible: Kimberly Dias (dias.kimberly@brevardschools.org)

By When: Ongoing throughout the year

The ELL teacher and Instructional Assistant will implement the Imagine curriculum in their instruction as a content-based approach to literacy instruction utilizing real-world compelling texts to engage and excite learners that are currently in our ELL programs. The ELL teacher will share intervention strategies from this program with teachers to ensure there is a cohesive approach to supporting the ELL students. The ELL teacher and literacy coach (T) will create an ELL Committee and will meet monthly to review ELL student data and strategies being used in the ELA classrooms.

Person Responsible: Kimberly Dias (dias.kimberly@brevardschools.org)

By When: Ongoing throughout the year

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Dr. W.J. Creel leadership team is responsible for ensuring continued commitment to the school's mission and vision. Our mission is to serve every child with excellence as the standard. It is the vision of Dr. W.J. Creel Elementary, that "Together Everyone will Achieve Greatness," and that better teaching, better student learning, and better results for every learner is created in a culture where each professional takes responsibility for every student. The leadership team meets often during the summer and pre-planning week to partake in the needs assessment process for the school. This process allows the leadership and SIP team to identify areas in need of improvement and to develop a strategic action plan to make improvements in these specific areas. Federal, state, and local funds are coordinated to support the school's goals, thus impacting academic achievement. Title I federal funds and UNISIG funds are used to employ additional instructional personnel (Science, Math, and ELA Coach, ELA/Math Interventionist, Instructional Assistants, MTSS Coordinator), support parent involvement/engagement activities, purchase instructional materials and resources, and purchase professional development for faculty and staff. Goals, strategies, and action steps are always aligned to the most recent data and adjustments to school improvement are made monthly based on data and best practice teaching strategies.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The 22-23 STAR Early Literacy and Reading data shows that 49% of Kindergarten, 78% of First Grade, and 72% of Second Grade students are not on track to score grade level or above on the statewide ELA assessment.
The 22-23 iReady Diagnostic 3 data shows that 25% of Kindergarten, 68% of First Grade, and 54% of Second Grade students are not on track to score grade level or above on the statewide ELA assessment.
We will use these two data points, along with other data points, in our planning sessions and make sure we have clear structures in place that focus on the alignment of Benchmark standards, resources, student tasks, assessments, and the transfer of instruction.

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

The 22-23 FAST Data shows 64% of 3rd graders, 49% of 4th graders, and 68% of 5th graders score below grade level (Levels 1 and 2).
Our goal is to increase our proficiency levels in these grades. We saw growth from Level 1 to Level 2 students, but did not see the increase from Level 2 to Levels 3-5. Our planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the 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 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 Measurable Outcomes

From FAST STAR PM1 (Fall 2023) to PM 3 (Spring 2024), literacy achievement will increase by 10%.

Grades 3-5 Measurable Outcomes

In 2023, 42% of students in grades 3-6 were proficient on the ELA FAST. The goal for the 2024 school year is to increase students showing proficiency by 10%.
3rd grade will grow from 36% proficiency to 45% proficiency
4th grade will grow from from 51% proficiency to 55% proficiency
5th grade will grow from 32% proficiency to 45% proficiency
6th grade will grow from 45% proficiency to 50% proficiency

Monitoring

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 impact student achievement outcomes.

Teachers will monitor student progress in ELA utilizing the state progress-monitoring system three times per year, as well as the iReady diagnostic three times a year. Teachers in Grade K will utilize PASI and KLS assessments and teachers in Grades 1-2 will utilize PSI and ORR to monitor student progress on foundational reading skills. Teachers in Grades 1-6 will monitor student reading fluency utilizing the DORF. Teachers will also monitor comprehension utilizing end of unit assessments within the Savvas and Benchmark program to plan for instruction based on student understanding of new content. The literacy leadership team will monitor all grade level data to determine trends and adjust planning/instruction/intervention as needed.
Impact at EOY: There will be a student performance increase on the following platforms: FAST, iREADY, Benchmark Advance assessments, OPMs

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Gaumond, Nicole, gaumond.nicole@brevardschools.org

Evidence-based Practices/Programs

Description:
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. §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?

Kindergarten through fifth grade teachers will implement the Benchmark Universe curriculum and sixth grade teachers will implement the Savvas curriculum, both align with the B.E.S.T. Standards. Teachers will also use the iReady Magnetics (U) program in an additional thirty minute time to enhance phonics, vocabulary, and comprehension instruction. Teachers will also utilize Lexia (T), iReady, Fundations (T), Read Naturally, Visualizing and Verbalizing, Imagine Learning and 95% Group materials during the intervention process. These materials are systematic and explicit as well as meet Florida's definition of

evidence-based materials.

Teachers will also be given standards-aligned Collaborative Planning time, Site-based Coach Support, Ongoing PD utilizing Teach Like a Champion (these PDs equip teachers with various strategies to increase academic instruction in ELA), Instructional Expectations, and research-based quality curriculum resources. Pacing and guidance documents for core instruction will be referenced with fidelity to support K-12 implementation.

Decision Trees and IPST Forms 1-8 are tools used in MTSS process.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

K-6 data shows Creel students need explicit, systematic phonics instruction. 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 Brevard K-12 Comprehensive Evidence-based Reading Plan, meet Florida's definition of evidence-based, are systematic and explicit, and geared towards struggling readers with and 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
Administration will define roles and establish a Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support, and collaborate with content coaches (T) before/after planning. Administration will clearly communicate the expectations for planning sessions with coaches (T) and teachers at Dr. W.J. Creel Elementary, and develop content area planning protocols that will delineate expectations for benchmark-aligned instructional practices.	Gaumond, Nicole, gaumond.nicole@brevardschools.org
Literacy coach (T) will plan lessons with teachers, model, co-teach, engage in reflective conversations, and engage in data chats. During planning, literacy coach (T) will focus on teacher clarity, instructional model and strategies, questioning and assessments that align with the benchmarks and will support intended learning.Literacy coach (T) will identify and plan for the supports that teachers will need before, during, and after planning. Grades K-2 will have a day long planning day every six weeks; grades 3-6 will have a day long vertical planning with their subject area coaches.ELA Instructional Assistants will provide explicit, systematic phonics instruction based on targeted intervention data. The Literacy Coach (T) will work with the IA's to provide training, weekly support, and feedback.	Dias, Kimberly, dias.kimberly@brevardschools.org
Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI, PSI, and ORR to monitor reading skills development. Literacy coach (T) will work with teachers to define performance criteria based on assessment data that prompts the addition of Tier 2 and Tier 3 interventions for students not meeting expectations and or benchmarks. The literacy team will have data chats regularly around Benchmark Advance assessments, iReady, FAST, and intervention OPMs to determine next steps.	Dias, Kimberly, dias.kimberly@brevardschools.org
Literacy Coach (T) will provide Job- embedded PD and side by side coaching. On-site intervention material and instruction PD will be provided by Literacy Coach (T) and/or Leadership team. The literacy leadership team will identify mentor teachers and establish model classrooms for other members of the teaching staff to visit. The literacy leadership team will ensure that time is provided for teachers to meet weekly for professional development using the professional development needs assessment.	Dias, Kimberly, dias.kimberly@brevardschools.org
ESE teachers will meet weekly with the literacy leadership team to review and analyze data, and bi-weekly with the Literacy Coach (T) to plan curriculum lessons. ESE teachers will implement the Benchmark curriculum in their instruction to target the specific needs of the ESE population, as well as other sub groups that are identified as needing additional instruction.	Dias, Kimberly, dias.kimberly@brevardschools.org
The ELL teacher and Instructional Assistant will implement the Imagine curriculum in their instruction as a content-based approach to literacy instruction utilizing real-world compelling texts to engage and excite learners that are currently in our ELL programs. The ELL teacher will share intervention strategies from this program with teachers to ensure there is a cohesive approach to supporting the ELL students. The ELL teacher and literacy coach (T) will create an ELL Committee and will meet monthly to review ELL student data and strategies being used in the ELA classrooms.	Dias, Kimberly, dias.kimberly@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At Dr. W.J. Creel, we pride ourselves on communication with all stakeholders. We will be sharing our SIP, UNISIG budget, and SWP with stakeholders at the Title 1 annual meeting and at our School Advisory Council (SAC) meeting. We will also be sharing this information with families electronically on our website: https://www.brevardschools.org/CreelES. We will also post links to the information on our school Facebook page and we will send links to our family's emails and text messages via FOCUS. We will also send home flyers with our families with QR codes that link to the information. We will also have the information printed and in the Title 1 Family Communication Binder in the front office for all stakeholders to view upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Dr. W.J. Creel, we work hard to build positive relationships with our families. Our teachers send home data sheets with interims and report cards to give parents an accurate picture of how their child is performing academically. For conference nights, we offer in person, virtual, and phone conferences to accommodate working families. Most of our teachers use parent communication apps to update families regularly about their child's performance in the classroom.

We also host several events for our families throughout the year. We will be hosting an Open House Scavenger Hunt (T) in August for families to come in, meet all of the faculty in our building that their children will interact with throughout the school day, and receive materials to help support their child's academic progress at home. In September, we will be hosting a Bingo for Books (T) event where families can come and play BINGO while learning about how to support their child with reading at home. All families will leave with books and materials to support literacy in the home. In October, we will be hosting a STEAM Trunk or Treat (T) where families can come and see the fun math and science activities that their child is learning in school as well as get materials at home for students to support learning. In December, we will host our annual Fill Your Belly with Spaghetti Holiday Dinner (T) where families will receive books to read over winter break as well as family activities to support learning. In April, we will host our Popcorn and Pajamas Literacy Night (T) where faculty members will model shared reading strategies for families while parents and students will listen to books read aloud in their pajamas. In May, we will host our Prevent the Summer Slide End of the Year Carnival where families can come and play games, celebrate the end of the school year, and get materials to support learning at home over the summer to minimize learning loss.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We will utilize literacy, math, and science coaches (T/U) to increase the capacity of teachers through multiple modalities of learning. Coaches will provide school wide professional development, grade level and departmentalized planning sessions and professional development, and individualized coaching cycles. This will in turn lead to quality teaching practices, which will strengthen the academic program, as well as increase quality learning time. We will also utilized interventionists (T/U) to provide Tier 2 intervention supports to students. This will allow us to see more students in small groups, which will not only strengthen the academic program, but will increase quality learning time. We will be providing an enriched and accelerated curriculum to our students through the use of Promethean boards (T) in the classroom, which will engage students in new ways using educational technology. We will also be using programs like Generation Genius (T) to supplement science instruction and engage students with digital content.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Dr. W.J. Creel leadership team is responsible for ensuring continued commitment to the school's mission and vision. Our mission is as a school family, Dr. W.J. Creel's mission is to empower each other to S.O.A.R to greatness through Safety, Ownership, Achievement, and Respect. The vision is that TOGETHER we will achieve greatness. Are vision aligns that we are better working to together to ensure we improve teaching and learning for all students. We provide the opportunities for each student to maximize their unique potential by using research based, strategies with the aim of highly engagement in TIER 1 instruction with scaffolded supports throughout the learning. The leadership team that includes administration, school support, coaches, and teacher leaders meets throughout the summer and preplanning to complete the needs assessment process for the school. This process allows all stakeholders to assist with identifying the needed areas of improvement and to develop a strategic action plan to make improvements in specific areas. Federal, state, and local funds are coordinated to support the school's goals, thus impacting academic achievement. Title 1 and Unisig Federal funds are used to employ additional instruction personnel (science coach, math coach, literacy coach, guidance counselor, and ELA/Math interventionist), support parent involvement/;engagement activities, purchase instructional materials and resources, and purchase professional development for faculty and staff in both academics and behavior strategies for Tier 1 supports. Goals, strategies, and action steps are always aligned with the school's mission and vision

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math				$76,547.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	121	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$52,349.00

			Notes: Math Interventionist will provide support to teachers as they implement the BEST standards in their instruction.			
	5100	210	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$8,329.00
			Notes: Math Intervention Retirement			
	5100	220	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$4,005.00
			Notes: Math Interventionist FICA			
	5100	231	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$44.00
			Notes: Math Interventionist Life Insurance			
	5100	232	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$11,528.00
			Notes: Math Interventionist Medical			
	5100	541	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$292.00
			Notes: Math Interventionist WC			
2	**III.B.**	**Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	141	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$15,000.00
			Notes: Sub Coverage for Quarterly Planning for Teachers			
3	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$77,704.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	131	6141 - Dr. W.J. Creel Elementary Schl	UniSIG	1.0	$53,281.00
			Notes: Science Coach will support teachers through the coaching cycle to support teachers as they implement the science curriculum.			
	6300	210	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$8,477.00
			Notes: Science Instructional Coach Retirement			
	6300	220	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$4,076.00
			Notes: Science Instructional Coach FICA			
	6300	231	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$45.00
			Notes: Science Instructional Coach Life Insurance			
	6300	232	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$11,528.00
			Notes: Science Instructional Coach Med Insurance			
	6300	240	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$297.00

			Notes: Science Instructional Coach WC			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
5	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$122,707.75**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6000	151	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$18,817.00
			Notes: ELA Instructional Assistants			
	6000	210	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$2,994.00
			Notes: ELA IA Retirement			
	6000	220	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$1,440.00
			Notes: ELA IA FICA			
	6000	231	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$16.00
			Notes: ELA IA Life Insurance			
	6000	241	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$11,528.00
			Notes: ELA Med Insurance			
	6000	241	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$105.00
			Notes: ELA IA WC			
	5100	121	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$51,455.00
			Notes: ELA Interventionist will provide support to teachers as they implement the BEST standards in their instruction.			
	5100	210	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$8,186.00
			Notes: ELA Interventionist Retirement			
	5100	220	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$3,936.00
			Notes: ELA Interventionist FICA			
	5100	231	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$43.00
			Notes: ELA Interventionist Life Insurance			
	5100	232	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$11,528.00
			Notes: ELA Interventionist Medical			
	5100	241	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$287.00
			Notes: ELA Interventionist WC			

	5100	122	6141 - Dr. W.J. Creel Elementary Schl	UniSIG		$12,372.75
			Notes: Additional Hours for Student Tutoring			
					Total:	**$291,958.75**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No