Sabal Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sabal Elementary School

1401 N WICKHAM RD, Melbourne, FL 32935

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

School Board Approval

This plan was approved by the Brevard County School Board on 10/24/2023.

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.

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, 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
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 Monitors Early Warning Systems for Attendance and Discipline
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	Title 1 Math Intervention Progress Monitoring Action Team Lead School-Based Leadership Team Professional Development Instructional Coaching/Mentoring

Name	Position Title	Job Duties and Responsibilities
Strenko, Lauren	Teacher, K-12	Title 1 Reading Interventionist School Culture Team Lead PBIS Coordinator School-based Leadership Team
Tubbs, Ashley	School Counselor	MTSS/IPST Contact Social Emotional/LIFESKILLS implementation School-based Leadership Team Students in Transition Contact
Wilson, Matt	Behavior Specialist	Behavior Support/Intervention Behavior Intervention Plan Assistance Behavior Coaching/Mentoring School-based Leadership Team 504 Contact

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.

Our School Advisory Council met monthly in the 2022-2023 school year. We discussed assessment data quarterly and shared strategies. We host student led conferences involving families and students in goal setting and progress monitoring. Our parent and family engagement nights are focused on enhancing SIP goals and areas of focus. Our Comprehensive Needs Assessment team meets in the summer to analyze data and plan for improvement. Our 21st Century Learning Grant Team includes parents, community and business partners focused on increasing student achievement and closing the achievement gap.

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))

Our School Advisory Council will meet regularly to share and monitor progress and implementation. Our teacher led action teams including- School Culture, Staff Culture, Progress Monitoring Team, Family Engagement Team, and Literacy Leadership Team meets quarterly with a focus on specific SIP goals and implementation. Our Instructional Leadership Team meets monthly to share progress and actions of each action team.

Demographic Data	
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	45%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
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)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
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	9	17	18	11	12	11	12	0	0	90
One or more suspensions	0	4	8	5	7	10	10	0	0	44
Course failure in English Language Arts (ELA)	0	0	0	4	4	2	1	0	0	11
Course failure in Math	0	0	0	2	2	1	1	0	0	6
Level 1 on statewide ELA assessment	0	0	0	10	13	17	30	0	0	70
Level 1 on statewide Math assessment	0	0	0	0	5	17	25	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	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	3	7	10	13	13	0	0	48

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	1	0	1	1	1	0	1	0	0	5
Students retained two or more times	0	0	1	0	2	0	0	0	0	3

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	9	23	15	19	22	22	19	0	0	129
One or more suspensions	1	5	4	5	8	10	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	7	13	23	25	0	0	68
Level 1 on statewide Math assessment	0	0	0	4	14	19	27	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	3	12	0	0	0	0	0	24

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	10	2	9	13	15	17	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	8	2	7	3	1	0	0	0	23
Students retained two or more times	0	1	0	2	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	9	23	15	19	22	22	19	0	0	129
One or more suspensions	1	5	4	5	8	10	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	7	13	23	25	0	0	68
Level 1 on statewide Math assessment	0	0	0	4	14	19	27	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	3	12	0	0	0	0	0	24

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	10	2	9	13	15	17	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	8	2	7	3	1	0	0	0	23
Students retained two or more times	0	1	0	2	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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	38	61	56	47	62	57
ELA Learning Gains	50	63	61	57	60	58
ELA Lowest 25th Percentile	34	54	52	51	57	53
Math Achievement*	38	60	60	48	63	63
Math Learning Gains	51	64	64	47	65	62
Math Lowest 25th Percentile	48	55	55	24	53	51

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
Science Achievement*	36	56	51	35	57	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	35			50		

* 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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	92
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	27	Yes	3	2
ELL	36	Yes	1	
AMI				
ASN	60			

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%
BLK	30	Yes	2	1
HSP	41			
MUL	43			
PAC				
WHT	44			
FRL	42			

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)

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	38	50	34	38	51	48	36					35
SWD	13	32	20	23	35	35	33					
ELL	26	44	29	31	49	58	18					35
AMI												
ASN	60											
BLK	22	56		10	31							
HSP	30	49	23	39	62	69	23					33
MUL	33	47		41	50							
PAC												
WHT	43	50	42	47	48	35	46					
FRL	32	53	32	36	55	57	33					40

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	46	23	39	46	39	39					49
SWD	20	30	33	26	36	40	15					
ELL	32	31	8	24	46		30					49

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
AMI												
ASN												
BLK	25	50		22								
HSP	28	31	8	21	42	33	33					46
MUL	22			24								
PAC												
WHT	54	54	29	48	48	41	45					
FRL	35	37	27	33	41	36	33					41

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	47	57	51	48	47	24	35					50
SWD	21	42	37	19	30	27	7					
ELL	30	59	64	37	41	29						50
AMI												
ASN												
BLK	30	40		40	40							
HSP	37	50	45	41	48	37	21					55
MUL	40	27		45	47							
PAC												
WHT	54	64	56	51	46	16	40					
FRL	41	54	53	43	46	20	31					49

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	38%	59%	-21%	54%	-16%
04	2023 - Spring	56%	61%	-5%	58%	-2%
06	2023 - Spring	34%	61%	-27%	47%	-13%
03	2023 - Spring	47%	56%	-9%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	67%	-19%	54%	-6%
03	2023 - Spring	53%	60%	-7%	59%	-6%
04	2023 - Spring	42%	61%	-19%	61%	-19%
05	2023 - Spring	34%	55%	-21%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	57%	-17%	51%	-11%

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.

Our 1st, 5th and 6th grade ELA scores showed the lowest performance. Proficiency percentages were:
1st Grade: 38% proficient
5th Grade: 38% proficient
6th Grade: 34% proficient

Although both 5th and 6th grade students showed a slight increase in proficiency, they are not sufficient gains.

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

Our fifth grade math showed the greatest decline in proficiency from 36% to 34%.

Teacher vacancies coupled with novice teachers with little to no experience will new B.E.S.T.

Benchmarks. Limited coaching support available due to shared services math coach. Although new systems were put in place based on observation of successful instructional practices, teachers needed more time in full implementation.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

State Average ELA:
3rd: State- 50% Sabal- 47%
4th: State- 58% Sabal- 56%
5th: State- 54% Sabal- 38%
6th: State- 47% Sabal- 34%

State Average Math:
3rd: State- 59% Sabal- 53%
4th: State- 61% Sabal- 42%
5th: State- 55% Sabal- 34%
6th: State- 54% Sabal- 48%

5th Grade both ELA and Math proficiency shows the greatest gap at more than 15 percentage points. We are trending up, however, a significant gap still exists. We believe this continues to be related to lost instruction due to COVID and e-learning in addition to learning and implementing new standards/ benchmarks.

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

Fourth Grade ELA Proficiency from 37% to 56%. Much of this is attributed to consistent collaborative standards aligned planning. Two new teachers were paired with a mentor on the same grade level. Teachers met at least two times per week, one of those with an instructional coach to plan for instruction, analyze data, and make instructional decisions to meet the needs of students.

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

Reflecting on the EWS data for the 2022-2023 school year our two potential areas of concern are chronic absenteeism and discipline referrals resulting in suspensions.

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

ELA Tier 1 Instruction for 1st Grade
ELA Tier 1 Instruction for 5th Grade
Math Instruction for 5th Grade (Tier 1) Hands On Learning
Science Instruction for 5th Grade
Learning Gains for Targeted Subgroups

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 Benchmark-aligned Instruction

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.

Sabal's ELA, Math, and Science data shows that our students are below 50% proficiency in 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 walkthrough data, youth truth surveys, and teacher input surveys show that students are actively compliant in class, but they are not getting to the depth of active engagement and thinking that we know is required for true ownership and mastery of grade level standards. Our collaborative planning time has been missing the link between the language of the standards/benchmarks and the connection the the curriculum. It is evident that we need to dive deeper into aligning our planned instruction with the standards/benchmarks.

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

*In 22-23 English Language Arts (ELA) = Students in grades 3-6, achieved 44% proficiency scoring level 3 or higher. Our goal was 45% as measured by the Florida Assessment of Student Thinking (F.A.S.T.). In the 2023-2024 school year our goal is to increase proficiency in ELA from 45% to 50%. Students in grades K-2 achieved 50% proficiency on the STAR Early Literacy Assessments. Our goal for the 2023-2024 school year is to increase to 65% proficiency in ELA.

* Math= Students in grades 3-6 achieved 44% proficiency scoring Level 3 or higher. Our goal was 50% as measured by the Florida Assessment of Student Thinking (F.A.S.T). Our goal for the 2023-2024 school year is to increase proficiency in Math from 44% to 50%. Students in grades K-2 achieved 62% proficiency on the STAR Math Assessments. Our goal for the 2023-2024 school year is to increase to 70% proficiency in Math.

* Science = The goal was to increase proficiency, students scoring a Level 3 or higher, from 36% to 45% as measured by the NGSSS (SSA). On the 2022-23 school year the district State Science Assessment (SSA) SSA part 1 showed 4.8% proficient to 24.1% proficiency on SSA part 2. Science scores improved from 36% proficiency to 40% proficiency falling short of the 45% proficiency goal. Our goal is to increase proficiency from 40% to 50%.

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- SSA Part 1 and Part 2

Our progress monitoring action team made up of teacher leaders from grades K-6 both general education and ESE. We have scheduled quarterly meetings to dig deep into schoolwide data and create an action plan for next steps. This will also be monitored and shared by our school based instructional leadership team.

Person responsible for monitoring outcome:

Jeanette Garcia (garcia.jeanette@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.)

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 leads 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" and "Kagan Structures" (T) to increase our student engagement and discourse in our Tier 1 instruction across all content areas. We will continue to work on collaborative planning to plan for student engagement aligned with the benchmarks and standards of the lesson in Tier 1.

At Sabal Elementary, we utilize resources listed on the district decision tree to meet the needs of our students needing Tier 2 and 3 instruction and intervention. I-Ready personalized pathways help accelerate growth and grade-level learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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. A Collaborative Learning Structure (CLS) will be utilized during grade level planning. This will ensure the use of high quality resources and instructional practices to assist teachers in understanding how to support their general education students' instructional needs, and what academic support ELL and SWD learners will need. Professional development will be designed to model, allow teachers to practice, and plan for implementation in their classrooms. Our SIP walkthrough tool will include specific observable actions to allow the leadership team to provide timely feedback to teachers.

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.

Instructional coaches facilitate weekly collaborative planning and differentiated professional development at "IMPACT Meetings" focused on planning for active student engagement across all B.E.S.T. and NGSSS standards. (T)

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

By When: May 2024

Instructional coaches will utilize the Mathematical Thinking and Reasoning standards (MTRs) and ELA Expectations in planning instruction for student engagement

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

By When: May 2024

The Principal, Assistant Principal and Literacy Coach will facilitate professional development on early release PD days with a focus on

student engagement strategies including: Teach Like a Champion and Kagan Structures to promote student discourse, elaboration, and student thinking.(T)

Person Responsible: Laura Hobson (hobson.laura@brevardschools.org)

By When: December 2024

Revise and incorporate our SIP walkthrough tool to target evidence of active student engagement, standards aligned instruction and school culture

Person Responsible: Laura Hobson (hobson.laura@brevardschools.org)

By When: September 2024

Provide frequent feedback and coaching to teachers, both individually and in grade level teams, on classroom walkthroughs and planning sessions

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

By When: Ongoing through May 24

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. and NGSSS standards for Math, ELA and Science.

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

By When: Fall 2023- Differentiated PD and IMPACT meetings

Plan and implement Family Curriculum Nights for Science, Math and ELA including a partnership with Orlando Science Center, Publix Math Night, and Literacy Leadership Team. (T)

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

By When: May 2024

#2. 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.

Data from our 2023 performance database, indicates that academic proficiency, attendance and discipline referrals have a significant impact on student learning.
* 50% of our students are not performing proficiently on FAST
* 19.86% of our students have chronic absenteeism beyond the BPS attendance threshold of <18 absences
3,156 total tardies for the school year
* Our referrals for 2021-22 were 304 compared to 695 for the 2022-2023 school year. Although we believe a
catalyst of this increase was referrals going online and becoming easier to complete, we recognize that student behavior is an area of concern to be addressed.
*161 students received referrals for the 2022-2023 school year.
*47 students received 5 or more referrals.
*54 students received only 1 referral for the 2022-2023 school year.

* 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 chronic absenteeism by 5% and tardiness by 10%
* Reduce the number of discipline referrals by 10%
* Increase parent and family engagement with student led conferencing as evidenced by parent and teacher
surveys.

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

Children require strategies for communicating needs for connectedness and safety. Absenteeism and tardiness will be tracked on FOCUS and monitored by the attendance team. Referrals will be tracked on Focus and discussed at PBIS monthly meetings to determine a plan for students who need additional support.

Person responsible for monitoring outcome:

[no one identified]

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.)

Using strategies and skills from PBIS through optimal problem solving, self regulation and learning.

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

Using strategies and skills from PBIS through optimal problem solving, self regulation and learning.

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.

Teachers will build strong relationships through positive interpersonal interactions to connect with students and build their classroom and school family through daily class connection morning meetings.

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

By When: Ongoing- Daily through May 2024

Parent and family engagement events will include positive school culture and development through participation in community events, academic nights, student led conferencing, and the arts. (T)

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

By When: September 2023- May 2024

Classroom and campus walkthroughs conducted weekly to ensure that Positive Behavior Interventions and Supports (PBIS) structures and routines are being implemented and creating a safe and connected learning environment for all students.

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

By When: May 2024

Implement structures and routines that promote optimal brain based learning (Class Connection, Reflection/Calming Area, Kindness Tree, School Family Board, Celebrations, School Chant, etc.) (T)

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

By When: Ongoing through May 2024

Facilitate monthly PBIS meetings to plan for schoolwide implementation

Person Responsible: Lauren Strenko (strenko.lauren@brevardschools.org)

By When: May 2024

Facilitate teacher led book study of "Emotional Mayhem" for small group PD. (T)

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

By When: Fall 2023

Implementation of the 21st Century Learning Grant utilizing parent and student feedback and partnership in addition to parent training for increasing student achievement.

Person Responsible: Laura Hobson (hobson.laura@brevardschools.org)

By When: May 2024

#3. 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 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.

SY 2021-2022 -Sabal fell 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 by 10 percentage points in all subgroups for the 2023-2024 school year.

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

Our Progress Monitoring Action Team and Leadership Team will monitor subgroup data quarterly. 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 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 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.)

TNTP's research findings show that students need scaffolds and supports with on-grade level material rather than using their instructional levels in order to close academic 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.

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

Data indicates that we have had multiple subgroups over multiple years performing below grade level. We will focus on providing Tier 1 standards based instruction for ALL learners with scaffolded supports, discussed in collaborative planning, and implemented to accelerate learning. At Sabal Elementary, we utilize the adopted curriculum, i-Ready and other resources identified on the district decision tree to meet the needs of our students requiring Tier 2 and Tier 3 intervention. Intervention materials provide intensive, systematic and explicit instruction on missing skills utilizing evidence based practices assisting students struggling in reading. (T)

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.

Facilitate quarterly Progress Monitoring Action Team discussion, planning, and follow up. (T)

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

By When: Ongoing through May 2024

Monitor and analyze subgroups data monthly in Leadership Team Meetings

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

By When: May 2024

Utilize I-Ready lessons assigned for targeted acceleration and remediation

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

By When: May 2024

Facilitate student-led conferences with parents to promote family engagement (T)

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

By When: February 2024

Utilize the Title 1 team and coaches to push in for support of targeted interventions with identified students during the math and ELA blocks in Tier 1 Core Instruction in addition to Tier 2/3 Intervention. (T)

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

By When: May 2024

Utilize Title 1, ESE and other instructional staff to support school-wide intervention blocks (T)

Person Responsible: Lauren Strenko (strenko.lauren@brevardschools.org)

By When: May 2024

Provide professional learning to support teachers in planning for scaffolded support and instruction. (T)

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

By When: Fall 2024

Monitor walkthrough and performance data to determine supports needed, specifically with regard to SWD, ELL, and BLK/AA students.

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

By When: Monthly through May 2024

Utilize our Title 1 team to push into primary classrooms to provide targeted support during the primary ELA block to facilitate additional small groups in Tier 1 instruction. (T)

Person Responsible: Lauren Strenko (strenko.lauren@brevardschools.org)

By When: May 2024

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).

- Weekly budget meetings with bookkeeper and leadership team to ensure designated funds are being used appropriately, as written and allocated in each area of focus in the supplemental grant
- Academic Support Program for ESSA subgroup students will be progress monitored
- Professional Development scheduled and budgeted including quarterly extended collaborative planning
- Lexia on-line resource will be monitored monthly for targeted subgroups

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

Students in grades K-2 achieved 50% proficiency on the STAR Early Literacy Assessments. Our goal for the 2023-2024 school year is to increase to 65% proficiency in ELA.

Kindergarten Proficiency rate: 61%
First Grade Proficiency rate: 38%
Second Grade Proficiency rate: 53%

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

English Language Arts (ELA) = Students in grades 3-6, achieved 44% proficiency scoring level 3 or higher. Our goal was 45% as measured by the Florida Assessment of Student Thinking (F.A.S.T.). In the 2023-2024 school year our goal is to increase proficiency in ELA from 45% to 50%.

3rd Grade Proficiency Rate: 47%
4th Grade Proficiency Rate: 56%
5th Grade Proficiency Rate: 38%
6th Grade Proficiency Rate: 37%

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

Short Term- Our goal for the Winter Progress Monitoring assessment is to increase to 55% in ELA proficiency.
Long Term- Our goal for the 2023-2024 End of Year state assessment is to increase to 65% proficiency in ELA.

Grades 3-5 Measurable Outcomes

Our goal was 45% as measured by the Florida Assessment of Student Thinking (F.A.S.T.). In the 2023-2024 school year our goal is to increase proficiency in ELA from 45% to at least 50%.

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.

- PM1, PM2, FAST Summative
- i-Ready D1, D2, and D3 if applicable
- Classroom Walkthroughs and Feedback (weekly in IMPACT meetings and individual date chats with teachers)
- Benchmark Advance Assessments
- Intervention Data- specifically target identified gaps (in 6 week intervention cycles with scheduled kid talk meetings in line with the cycle)

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

Trosset, Paige, trosset.paige@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?

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:
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?

- 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.)	Trosset, Paige, trosset.paige@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.

The School Improvement Plan will be disseminated in the following ways:
- Annual Meeting/Parent Information Night (SIP Goals and Areas of Focus)
- School Advisory Council (SAC)
- Pre-planning
- Comprehensive Needs Assessment Data
- Parent Teacher Organization (PTO)
- Quarterly Family Focus Groups
- School Website
- Utilize surveys to seek parent feedback and input for SIP Goals/Focus

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))

There are several reasons why the parent survey results indicated a positive response in the following categories: Feeling welcome at school, effectiveness of school's information being sent on-line and information being sent from the school.

Sabal staff engages families, students, and all faculty in a shared understanding of
academic and behavioral expectations as well as high-quality instruction. Teachers communicate high expectations for all students. Teachers meet in weekly IMPACT Meetings for both ELA and Math to collaboratively plan and routinely examine disaggregated data to look for themes/patterns among student groups.
This data, in addition to discipline referrals or discipline reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done.

Students are recognized for positive behavior and demonstrating S.A.B.A.L. Expectations by receiving Positive Behavior Referrals and are showcased on the school Facebook page (parent permission permitting) and our school new channel.

SAC/PTO - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. Our Title 1 Team regularly seeks input from families on how the school can support students and families. It is a priority for the school to intentionally engage with families of historically underserved students. We recognize the importance of families being involved in a variety of ways in school.
Our intent with continuing a strong PTO is to provide families with flexible opportunities to be involved.

Sabal participates in the 21st Century Learning Grant which includes academic support, enrichment opportunities, partnership with community stakeholders, and parent development courses.

In addition, we utilize the following to build relationships with families and community stakeholders:

Annual Meeting/Parent Information Night
- Parent Newsletters/SMORE
- Schoolwide DOJO Communication
- School Advisory Council (SAC)
- Parent Teacher Organization (PTO)
- Student Led Conferences (2nd Semester)
- Parent Conference Nights (1st Semester)
- Title 1 Literacy Night

- Title 1 Math Night
- Title 1 Orlando Science Night
- Sabal Facebook Page
- FOCUS Weekly Calls
- School Website

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))

Areas of Focus:
- Instructional Practice specifically relating to Benchmark-aligned Instruction
- ESSA Subgroups specifically relating to outcomes for multiple subgroups

-Additional 20-30 minute block for phonics instruction/acceleration for grades K-2
- Utilize a 90 minute math block to allow for small group acceleration/enrichment/support.
- We used Title 1 funding to purchase supplemental resources for K-5 ELA acceleration.
- Title 1 support in Tier 1 core and Tier 2/3 intervention
- Quarterly extended collaborative planning with instructional coaches
- Weekly IMPACT meetings for collaborative planning with instructional coaches

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))

NA