Brevard Public Schools
School Improvement Plan
2017-2018

Superintendent:

Desmond K. Blackburn, Ph.D.

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Dr. Teresa Wright

Name of School:

Sabal Elementary

Principal:

Stephanie E. Hall

SAC Chairperson:

Jean Bandish

School Grade History	2016-17: B	2015-16: B	2014-15: C

Connections to District Strategic Plan

Obj.L1. Protect instructional time

Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps

Obj.L4: Provide equitable support for every student's social-emotional development

Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

Obj.R3 Increase system-wide proactive communications

Mission Statement:

Our mission is to recognize student achievement and lay the foundation for life-long learning and productivity.

Vision Statement:

Sabal Elementary is a partnership of students, parents, staff and community. Our warm and caring student-centered environment ensures each individual the opportunity to explore his/her potential and to be a lifelong learner.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

At the beginning of each school year, Sabal's school presentations are shared with all stakeholders through the School Adivsory Committee (SAC), PTO, Open House, Annual Title I meeting, APTT (Academic Parent Teacher Teams) nights and volunteer presentations. Results from BPIE and EDI Insight Survey, parent and student surveys, as well as comment forms from parent meetings are considered during the development of the School Improvement Plan. Furthermore, the School Improvement Plan is located on the web site and is available in hard copy upon request. These presentations include the action steps Sabal is taking to improve student progress as well as assessment data to show where we have improved. These presentations also include areas that need much more attention and detailed plans of how to address any declines. We share the celebrations of our success and we continue to strive for excellence.

Brevard Public Schools
School Improvement Plan
2017-2018

Part 1: Planning for Student Achievement

<u>**RATIONALE – Continuous Improvement Cycle Process**</u>

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?
The successful professional practices…

The 2016-2017 EDI Survey indicated school operations, workload, evaluation and career progression increased. Our focus last year which addressed these areas was to target cleanliness of the school by having teachers remove everything in their rooms and deep cleaning as well as maintaining through prompt work orders to address issues that arose. By streamlining meetings, this affected workload and allowing teachers more opportunities to be teacher leaders through partnering with the BFT, sending teacher leaders to state conferences and sharing the responsibility of the school with the staff.

The FSA and FCAT data revealed in the percentage of students who are level 3 or above on the FSA ELA test by 7 points. This indicates that our Tier I instruction is targeting the standards with rigorous activities related to the standard. An example of a shared strategy was the Literacy Coach planning/modeling/observing CIS lessons. Additionally, teachers had individual itemized information that clarified the focus for each student. Additonally, the Learning Gains increased by 3 percentage points which indicates that our school-wide Walk to Reading program continues to be effective to close the gap by targeting instruction based on individual student needs on a bi-weekly basis.

The Parent Survey indicated that our APTT nights have been a great success, which combines student data with teaching strategies to parents targeting the needs of the individual child. Parents indicated that they continue to want more information and enjoy this format of conferencing.

The Student Survey indicated that students like their school, with two pieces of feedback: students want more activities to improve their physical health and more technology other than SuccessMaker. Students rated the school high because of all the positive recognition they receive such as Caught Being Good, Trailbucks, Awards Ceremonies, Monthly PBIS Rewards, etc.

Professional Practices	Data	Rationale
EDI Survey	Fall 2015 Index Score = 7.4 Fall 2016 Index Score = 7.6 School Operations 2015 = 7.1 School Operations 2016 = 7.6 Workload 2015= 5.5 Workload 2016 = 5.8 Career Progression 2015 = 6.3 Career Progression 2016 = 6.6 Evaluation 2015 = 6.9 Evaluation 2016 = 7.2	Increased our index score by +.2 of a point. School operations increased by +5 points with a 64% point increase in the school building is clean and well-maintained. Workload increased by +3 points with a +12% point increase in teachers consistently accomplish essential work during regular planning time. Career progression increased by +3 points with +11% point gain in teachers having a specific development goal or project for the coming year that excites them. The evaluation increased by .3 points with a +13% points at our school, evaluation ratings are accurate reflections of teacher effectiveness.
FSA Data FCAT Data	FSA 2017 ELA Lvl 3+=60 FSA 2016 ELA Lvl 3+=53 FSA 2017 ELA LG =64 FSA 2016 ELA LG=61 FSA 2017 MATH Lvl 3+=51 FSA 2016 MATH Lvl 3+=53 FSA 2017 MATH LG =57 FSA 2016 MATH LG =58 FCAT 2017 SCIENCE Lvl3+=54 FCAT 2016 SCIENCE Lvl3+=61	We have improved in the percentage of students who are level 3 or above on the FSA ELA test by 7 points. We believe this is due to implementation of CIS lessons that focus on rigorous text and student written responses. Our school focus over the past two years has to increase the amount of time students read and their fluency. Additionally, scores improved in students making learning gains by three points. Teachers were given data sheets that itemized students and what each student had to do on the test that clarified this information for teachers.
Parent Survey	80% of parents attended a meeting to discuss academic goals 88.31% of parents think the school creates a welcoming environment for families Parents indicated that they want to participate in meetings that share information on math strategies (48.68%) and family fun nights (44.74%).	Our APTT nights have been a great success in turn out, and content. We have combined our student achievement data with practical strategies for parents to work with their child and set goals. Our parent survey in the comment section indicates that parents would like more information on how to help their child with math at home.
Student Survey	57 % or 15/26 surveyed indicated that students wanted activities that improved their physical health. 35% surveyed indicated that they wanted more technology and	Our student survey indicated that students want to have more opportunities to increase their physical activity.

different options other than SuccessMaker	

The concerns with professional practices…

The concerns with professional practices related to the EDI Survey indicate that our Learning Environment decreased due to a drop in consistent expectations and consequences for student behavior. As a result of our school being a PBIS Gold Award, our staff are critical of what they see across the school. This has somewhat negatively impacted our Learning Environment. The District has created a consistent discipline policy to include referrals and leveling of consequences for behaviors. A large focus of this year will be to communicate how we are consistent in our policies and procedures.

The FSA Data indicates that math is a priority content area. To address this we will implement in grades 2-4 Eureka Math and utilize technology apps that correspond such as Zearn and Kahn Academy. Eureka Math is aligned in all areas and is being piloted throughout the district. Other grade levels were given information regarding Eureka Math and plans are underway to include those in our next year's Title I plan. Additionally, our Science FCAT data showed a decrease from 61% to 54%. However, these percentage points align to our FSA ELA which is 60%.

The APTT data shows a steady decline of attendance even though over 80% of parents attended at least one APTT night. Parents and Teachers are used to the old format and 1:1 conferencing and changing these stakeholders mindset can only be done over time. Positive feedback on both stakeholders have continued to tweak these APTT nights. This year we have added exciting events to draw student attendance to improve our APTT turnout. This was based on feedback from parents during Coffee Chats.

Professional Practices	Data	Rationale
EDI Survey	Learning Environment 2015 7.1 Learning Environment 2016 6.9	The learning environment decreased by -.2 points, with -12% points across our school, there are consistent expectations and consequences for student behavior. District wide discipline policy will be implemented this year.
FSA Data KI - Key Ideas and Details CS - Craft and Structure IKI – Integration of Knowledge and Ideas LE – Language and Editing TBW – Text Based Writing OA – Operations & Algebraic Thinking NO – Numbers & Operations MD – Measurement &	FSA ELA Strand Data 2017 	GR	KI	CS	IKI	LE	TBW
---	---	---	---	---	---
3	39%	62%	30%	87%	
4	34%	74%	47%	71%	37%
5	64%	69%	41%	82%	64%
6	50%	73%	69%	89%	59% | FSA MATH Strand Data 2017 | GR	OA	NO	MD	NF	RP	EE	G	SP	NS
---	---	---	---	---	---	---	---	---	---
3	58%	57%	40%						
4	56%	62%	11%	74%					
5	57%	43%	62%						
6					78%	54%	33%	81%	56%		Our FSA data indicates that math is a priority content area. Third and fourth grades' weakest strand was Measurement, Data, and Geometry, fifth grade's weakest strand was Numbers and Operations in Base 10, and sixth grade was weak in the strand of Geometry.

Data NF – Numbers and Operations- Fractions RP – Ratios & Proportional Relationships EE – Expressions & Equations G – Geometry SP – Statistics and Probability NS – Number System		
APTT	Attendance rates for APTT Meetings APTT KK-6 Grades # 1 # 2 # 3 54 % 46% 33%	Our attendance rates for APTT shows a decline each night offered even though parent surveys indicated that APTT provided valuable information.
OSS Suspension by Subgroup 2 Year Comparison	Data Included below	The data on Free and Reduced lunch is incorrect on both years, we are at 70 % of school for the past two years. However, the ESE population at 22% and the suspended rate at 65% is correct. This is consistent over both years. Sabal is a center site for VE-B students, one of seven schools. Our PBIS committee looks at who these students are. We have also addressed this issue through our MTSS process and IPST process.

OSS Suspensions by Subgroup Two Year Comparison YTD

2016-2017	ASIAN	BLACK	HISPANIC	AMERIND	MULTI	PACIFIC	WHITE	ESE	LEP	F&R LUNCH	STDTS
Sabal	0	3	3	0	5	1	22	22	2	26	34
Suspended Students	0%	9%	9%	0%	15%	3%	65%	65	6%	76%	
Sabal	18	52	119	4	45	3	406	151	109	460	647

	ASIAN	BLACK	HISPANIC	AMERIND	MULTI	PACIFIC	WHITE	ESE	LEP	F&R LUNCH
All Enrolled Students	3%	8%	18%	1%	7%	0%	63%	23%	17%	71%

2015-2016	ASIAN	BLACK	HISPANIC	AMERIND	MULTI	PACIFIC	WHITE	ESE	LEP	F&R LUNCH	STDTS
Sabal	1	6	5	0	4	0	30	26	5	32	46
Suspended Students	2%	13%	11%	0%	9%	0%	65%	57	11	70%	
Sabal	15	59	119	2	45	0	417	162	91	471	657
All Enrolled Students	2%	9%	18%	0%	7%	0%	63%	25%	14%	72%	

What are the areas of successful student achievement and what data shows evidence of improvements? What are the concerns with student achievement? Provide data to support concerns.

Our FSA Reading Data indicates that Language and Editing is a strength in third, fifth, and sixth grade, Craft and Structure was a strength in fourth grade.

A concern with student achievement is that even though we made gains in Integration of Knowledge and Ideas from last year, it is still the weakest strand in two grade levels with Key Ideas and Details as the weakest in the other two grade levels. When analyzing the FSA strands, Integration of Knowledge and Ideas is where many moderate and high questions are derived. Our continued focus on standards based instruction with a focus on implementing the instructional shifts to their fullest extend will help us to increase student achievement.

FSA Reading	FSA ELA Strand Data 2017						Successful Student Achievement:

| FSA Reading

KI - Key Ideas and Details

CS - Craft and Structure

IKI – Integration of Knowledge and Ideas

LE – Language and Editing

TBW – Text Based Writing | **FSA ELA Strand Data 2017** | | | | | | **Successful Student Achievement:** Our FSA Reading data indicates that Language and Editing is a strength in third, fifth, and sixth grade, Craft and Structure was a strength in fourth grade, **Concerns with Student Achievement:** Even though we made gains in Integration of Knowledge and Ideas from last year 15-16 to 16-17) it is still the weakest strand in two grade levels. Key Ideas and Details is the lowest in the other two grade levels. |

FSA ELA Strand Data 2017

GR	KI	CS	IKI	LE	TBW
3	39%	62%	30%	87%	
4	34%	74%	47%	71%	37%
5	64%	69%	41%	82%	64%
6	50%	73%	69%	89%	59%

FSA Math

OA – Operations & Algebraic Thinking

NO – Numbers & Operations

MD – Measurement & Data

NF – Numbers and Operations-Fractions

RP – Ratios & Proportional Relationships

EE – Expressions & Equations

G – Geometry

SP – Statistics and Probability

NS – Number System

FSA MATH Strand Data 2017

GR	OA	NO	MD	NF	RP	EE	G	SP	NS
3	58%	57%	40%						
4	56%	62%	11%	74%					
5	57%	43%	62%						
6					78%	54%	33%	81%	56%

Successful Student Achievement: Our FSA Math data indicates that the strength in third grade is Operations, Algebraic thinking, and Numbers in Base 10, the fourth-grade strength is Numbers and Operations – Fractions, Measurement, Data, and Geometry is the strength in fifth grade, and the math strength in sixth grade is Statistics and Probability.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

The EDI Survey indicates that our area of focus should be on the learning environment. This would also address our students' need for social/emotional learning indicated by our discipline data. Our goal focuses first on creating the right environment for students. Then our goal focuses on the what and how students will learn by collaboratively planning with one another on creating rigorous lessons.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas.

Teachers regularly plan for standards-based instruction in collaborative teams and analyze data on a monthly basis with administration to address all students at each tier. Professional Development is provided for teaching Math and ELA using the Florida Standards on early release days. Teachers in grades 2-4 who are implementing Eureka Math are given opportunities to work/observe teachers from other schools and provided the resources necessary for implementation. Staff support is provided to address math instruction and schedules have been modified to maximize time teaching math.

Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data.

The school leadership team analyzes tier 1 data to help teachers identify areas of focus through Istation, Running Records, DIBELS, Accelerated Reader, FAIR, and district assessments. The literacy coach monitors bi-weekly the school-wide walk to reading program for tier 2/3 students. Administration conducts walk throughs and observes student work samples and provides regular feedback to teachers on effective teaching strategies. Data analysis of District Assessments are examined and discussed during Data meetings. Grade levels share meeting notes and plans with administration how to meet the needs of students.

School-Based Goal: What can be done to improve instructional effectiveness?

If we create a warm and caring student-centered environment by collaboratively planning rigorous, standards aligned, engaging lessons that reach students at their social/emotional/academic level then we will positively impact the whole child increasing student achievement.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Consistent expectations throughout school campus	1.Present district discipline policy to staff, students, and parents. 2. Communicate PBIS expectations to staff, students, and parents at each tier 3.Communicate and implement MTSS process to meet needs of individual students 4.Provide professional	1.Administration, teachers 2.Administration, PBIS team, teachers 3.IPST Team, PBIS team, and teachers 4.Guidance Counselor, ESE Support Specialist, Administration,	1.August during preplanning and Open House 2.August during preplanning, faculty meetings and Open House nights 3.September ERD 4.October-April	1.EDI Survey results in Learning Environment 2.Weekly white board communication of areas to be addressed for consistency 3. MTSS Meeting Notes

	development supporting social/emotional learning for staff that is relevant to all 5.Provide small group instruction to identified students in social/emotional learning	Literacy Coach, Title I, and Teacher Leaders 5.Guidance Counselor, Administration, and ESE Specialist	5.October-April	4.PD Agendas 5.IPST Tracking Form 6B
New Teachers (0-2)	1.Professional development for research based instructional practices as needed that is relevant to all staff members by surveying throughout year to address needs 2.New teachers will work with mentor teachers to implement strategies, reflect and adjust instruction as needed.	1.Administration, Literacy Coach, Title I Teacher, 2.New Teachers, Mentor Teachers	1.August-May 2.September-May	1.PD Agendas 2.Observations, Mentor Notes
Rigor and alignment of standards need to be addressed through planning	1. Teachers will plan in collaborative teams on a regular basis for the purpose of analyzing data, planning for standards based instruction and developing grade level unit plans. 2.The Media Specialist will support classroom teachers with standards related to literacy and digital literacy with the utilization of technology. 3. Evaluate and purchase additional library resources to support comparison of texts 4. Offer training and professional development on strategies to increase rigor and implementation of the three instructional shifts 5.Provide information and examples to staff one 21st century skill a month 6.Provide academic support for students through ASP, Title I, and ESE Support	1. Teachers and School Leadership Team 2. Literacy Coach, Title I Teacher and AP with Teacher Leaders 3.Media Specialist 4.Literacy Coach and Teacher Leaders 5.Media Specialist, Literacy Coach, Teacher Leaders 6.Administration, ASP Coordinator, Title I, ESE Teachers	1.August and ongoing 2. Monthly (September) 3.December 4.October-April 5.September-April 6.September-May	1.Grade level meeting notes and plans, Meeting Agendas, Data Analysis Documents 2.AR Monthly Reports, plans 3.Invoice of books 4.PD Agendas 5.Emails, Meeting Agendas, Power Media Portfolio documentation 6. MTSS data meetings notes
Professional	1.Teachers will participate in training and implement	1.Title I Teacher, Literacy Coach	1.September	1.Classroom walk throughs,

| Development needs to be addressed in multiple ways. | strategies learned in relation to Math and ELA Florida Standards on our ERD days

2.Teachers will learn, implement, and integrate into lesson plans best practice strategies on identified topics following presentations from teacher leaders scheduled on Early Release Days (Eureka Math, Dr. Chew)

3.A team consisting of four teacher leaders, literacy coach, and two administrators will participate in Brevard's ECET2 (Elevating and Celebrating Effective Teachers and Teaching). The team will participate in breakout sessions that most closely align with our SIP goals and bring back to share

4. Identified teachers in primary, intermediate and ESE will attend state conferences in content areas and present strategies or content learned to staff on PD Wednesdays | 2.Teacher Leaders

3.Identified Teacher Leaders and Administration

4.Teacher Leaders and Administration | 2.October and January

3.January

4. October | Data/Notes, Conference Schedules, Feedback Notes in ProGOE, EDI Survey

2.PD Agendas

3.ECET2 Agenda and PD Agendas

4.PD Agendas |
| Need for more consistent integration of technology into classroom curriculum | 1.Conduct continued training in teacher programs, (Istation, Google Docs, Launch Pad, etc.)
2.Apply for Digital Literacy Grant to increase ratio | 1.Teacher, Technology Specialist, Media Specialist
2.Literacy Coach | 1. August-May
2.October | 1.PD Records
2.Grant Application |

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind*.

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Qualitative: Teachers will collaborate and share teaching strategies during PLC meetings. The 2017-2018 EDI Survey will show an increase from 6.9% of teachers to 8.8% of teachers feeling that they have regular opportunities to discuss instructional plans and get feedback. **Quantitative:**

Qualitative and Quantitative Student Achievement Outcomes:

The 2017 – 2018 FSA ELA data will show a 5% increase of students at level 3+ = 63
The 2017 – 2018 FSA Math data will show a 5% increase of students at level 3+ = 60
The 2017 – 2018 FCAT Science data will show a 5% increase of students at level 3+ = 57

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

Academic Support Program (ASP) Eligible students will have opportunities for additional instruction in reading, math and science. Utilizing ASP funds students will have the opportunity to participate in extended learning opportunities at the "time of need". ASP for reading and math will be provided five days per week for 30 minutes before school utilizing Istation and teacher selected educational software as well as small group instruction based on student needs.

After school ASP will be provided weekly in reading and math for identified students scoring Level 1 and 2. Once the plan is approved, services will begin promptly for students who meet the requirements and will continue for the length of the funding. Additionally, ASP money was allocated to address student needs in Science.

Additional Title I funds will be utilized once ASP funds are exhausted, to extend the services as long as possible. Before and After School Care Sabal offers the Brevard After School Program, providing a safe and healthy environment beyond the school day that challenges and encourages children to participate in a variety of activities while being supervised by caring, qualified staff. Quality out-of-school time focuses on the child's social and emotional needs as well their physical development and offers the opportunity for fun, growth and learning. Students are also provided with an organized space and supervision for homework. After School programs are available every day that school is in regular session, stating at 6:30am and closes at 6:00pm.

Enrichment Opportunities at Sabal provides many opportunities for students to participate in clubs. Clubs available to the students include but are not limited to the following; National Elementary Honor Society, Million Women Mentoring Program, Boys Leadership Mentoring Program, Robotics, Future Problem Solvers, Strings, Chorus, Sabal News Network, Safety Patrols, Yearbook, Track Club, Morning Mile and other leadership opportunities as they arise.

MTSS & EARLY WARNING SYSTEMS   Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.
2.

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the applicable levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Sabal Elementary has monthly MTSS meetings. Sabal also collects and tracks data on a "need-driven" basis. Our MTSS support members are available weekly for consultation and assistance for individual students on a case-by-case basis through the PBIS tier 2 meetings.

Core Instruction (Tier 1) is what "ALL" students receive in the form of instruction (academic and behavior/social/emotional) and student supports. Tier 1 focuses on the implementation of the district's Core Curriculum and is aligned with the Language Arts Florida Standards and Mathematics Florida Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school.

Supplemental Instruction (Tier 2) is what "some" students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, "effective" Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more "intense" (more time, a narrower focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education classroom, separate settings, home). (flash cards, phonics intervention program, SRA supplemental materials, etc.) Intensive Instruction (Tier 3) is what "few" students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups or individual students.

The purpose of Tier 3 services is to help students overcome significant barriers of learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and Tier 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district. (specialized curriculum-95% intervention, DIBELS,)

3. List below who monitors the Early Warning System and how often.

Sabal's Curriculum Leadership Team meets monthly to review Tier 1+2 data. Additionally, Early Warning indicators are discussed such as attendance, discipline referrals, etc. Attendance is monitored by the guidance counselor and during monthly data meetings with teachers, this information is reviewed and discussed as to appropriate actions. Classroom teachers, administration and guidance department carefully monitor the number of times students arrive tardy to school. This information is monitored and serves as an additional indicator. Tiered systems of support are in place to improve student attendance. 1. Once a student is tardy/absent from

school (3) times, the teacher makes contact with the parent and notifies administration. 2. As students are identified as habitually late/absent, parents are required to attend a meeting with the guidance department and administration to create an individualized plan to ensure regular student attendance. 3. If the attendance issues persist, the guidance department notifies the truancy department to schedule a home visit. Discipline Referrals are reviewed monthly by the PBIS team of teachers. Additionally, the Title I teacher enters all discipline referrals into the RtI database for easy data analysis that is shared with the PBIS committee and the Sabal staff. This program can identify trends, and students who may need additional supports and where those supports should be targeted. The PBIS Tier 2 committee meets every other week to discuss identified students based on discipline referrals.

4. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	39	30	20	27	18	19	25	178
1 or more ISS or OSS	4	4	3	9	5	7	6	38
Level 1 in ELA or Math				16	32	24	10	82
Substantial Reading Deficiency	0	25	12					37
2 or more indicators	63	63	46	60	59	69	76	436

5. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

All students performing below grade level or displaying two or more indicators of the Early Warning System will be closely monitored utilizing the MTSS process. Students will be placed on individualized PMP's listing specific strategies and interventions. Daily reading and math intervention and biweekly data meetings are built into the master schedule to provide opportunities for targeted instruction and on-going progress monitoring. Extended day opportunities are available before and after school to provide additional instruction in reading and math in an effort to remediate at the time of need. During preplanning all teachers were trained on the new District Truancy Plan. Procedures were reviewed and copies of the Truancy Checklist were provided to all teachers. All teachers will follow the truancy guidelines and will make contact with parents if a student has 3 unexcused absences in a 30 day period. In accordance with the guidelines guidance will follow-up on any students that has 5 days absence in a 30 day period. All attendance concerns will be discussed twice a month at MTSS meetings. Every attempt will be made to resolve attendance concerns and provided support when ever possible.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent Involvement Plan to meet the requirements of this section.

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Results from parent surveys, as well as comment forms from parent meetings and community events are taken in to consideration during the development of the School Improvement Plan, and planning of upcoming parent trainings and community events. We looked carefully at our data from our parent surveys that indicated that our APTT nights are very successful. We will continue to offer a APTT nights to strengthen core curriculum areas such as reading and math. Families also indicated that they preferred having events on a variety of days during the week and different times. Therefore, we have scheduled events on different days to offer parents choices. Data also concluded we are keeping parents well informed of upcoming events and activities. Parents preferred to be notified through emails and information that is sent home in Tuesday Folders. We will continue to communicate using those method as well as Edline, phone calls, newsletters, website, mobile app and our new information board located right inside the front doors. Sabal still is working towards reaching all the parents that are interested in family activities. Parents informed us that although they want to participate that some events just don't work in their schedules. We are doing our best to accommodate our families in several ways. As mentioned above, offering events on different days of the week and at different times reaches more families.

STUDENT TRANSITION AND READINESS

PreK-12 TRANSITION   This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).
Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

When transitioning students from VPK into Kindergarten, Sabal invites students and parents to participate in a Kindergarten Round-Up. Participating students are given a tour of the building and introduced to the kindergarten teachers. Every student entering kindergarten is also scheduled for one hour of one on one time with the kindergarten teacher to give entry level assessments during which time, the teacher conferences with the individual students to find what he/she is interested in.

When transitioning sixth grade students to seventh grade, parents are provided with all school choices. Guidance counselors from the feed schools provide assemblies for the students and students are taken on tours of the middle schools. Students learn expectations and are given strategies for success in the middle school setting.