

Brevard Public Schools

Dr. W.J. Creel Elementary School



2019-20 Schoolwide Improvement Plan

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Dr. W.J. Creel Elementary School

2000 GLENWOOD DR, Melbourne, FL 32935

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

Demographics

Principal: Nicole Gaumond

Start Date for this Principal: 8/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (43%) 2017-18: D (40%) 2016-17: B (54%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2018-19 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">71%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">49%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	B	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dr. W. J. Creel Elementary is to serve every child with excellence as the standard.

Provide the school's vision statement.

It is the vision of Dr. W.J. Creel Elementary, that "Together We 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. We provide the opportunities for each student to maximize their unique potential by using research based, high yield strategies with the aim of above grade level instruction and above grade level performance.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Gaumond, Nicole	Principal	Oversee and Monitor all Areas of School Improvement plan during implementation
Chance, Sean	Assistant Principal	Monitor Implementation of new math and Social emotional strategies and learning's for all teachers/students
Goode, Paige	Teacher, K-12	Monitor Implementation of all new strategies and learning's for all teachers/ students and allocated resources purchased with title one funds.
Rickards, Nancy	Instructional Coach	Monitor Implementation of new ELA strategies and learning's for all teachers/ students and work with leadership team on data analysis
Flickinger, Dan	Instructional Coach	Monitor Implementation of new math strategies and learning's for all teachers/students
Back, Erica	Assistant Principal	Monitor Implementation of new ELA and Social Emotional strategies and learning's for all teachers/students

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	109	106	96	90	99	116	0	0	0	0	0	0	715
Attendance below 90 percent	15	14	18	12	13	7	17	0	0	0	0	0	0	96
One or more suspensions	2	1	2	0	3	3	9	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	1	0	0	1	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	5	26	33	56	0	0	0	0	0	0	120

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	6	5	16	0	0	0	0	0	0	29

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Saturday 8/17/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	30	22	24	22	19	40	0	0	0	0	0	0	172
One or more suspensions	1	2	1	1	5	5	5	0	0	0	0	0	0	20
Course failure in ELA or Math	12	4	1	0	2	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	6	31	63	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	6	10	9	16	37	0	0	0	0	0	0	88

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	30	22	24	22	19	40	0	0	0	0	0	0	172
One or more suspensions	1	2	1	1	5	5	5	0	0	0	0	0	0	20
Course failure in ELA or Math	12	4	1	0	2	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	6	31	63	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	9	6	10	9	16	37	0	0	0	0	0	0	88

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	62%	57%	63%	63%	55%
ELA Learning Gains	48%	60%	58%	64%	60%	57%
ELA Lowest 25th Percentile	34%	57%	53%	54%	52%	52%
Math Achievement	44%	63%	63%	51%	64%	61%
Math Learning Gains	57%	65%	62%	51%	62%	61%
Math Lowest 25th Percentile	35%	53%	51%	42%	52%	51%
Science Achievement	29%	57%	53%	56%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	99 (0)	109 (0)	106 (0)	96 (0)	90 (0)	99 (0)	116 (0)	715 (0)
Attendance below 90 percent	15 (15)	14 (30)	18 (22)	12 (24)	13 (22)	7 (19)	17 (40)	96 (172)
One or more suspensions	2 (1)	1 (2)	2 (1)	0 (1)	3 (5)	3 (5)	9 (5)	20 (20)
Course failure in ELA or Math	0 (12)	0 (4)	0 (1)	1 (0)	0 (2)	0 (0)	1 (0)	2 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (0)	26 (6)	33 (31)	56 (63)	120 (100)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	58%	64%	-6%	58%	0%
	2018	63%	63%	0%	57%	6%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	54%	61%	-7%	58%	-4%
	2018	36%	57%	-21%	56%	-20%
Same Grade Comparison		18%				
Cohort Comparison		-9%				
05	2019	41%	60%	-19%	56%	-15%
	2018	46%	54%	-8%	55%	-9%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
06	2019	52%	60%	-8%	54%	-2%
	2018	69%	63%	6%	52%	17%
Same Grade Comparison		-17%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	61%	-23%	62%	-24%
	2018	52%	62%	-10%	62%	-10%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	52%	64%	-12%	64%	-12%
	2018	33%	59%	-26%	62%	-29%
Same Grade Comparison		19%				
Cohort Comparison		0%				
05	2019	27%	60%	-33%	60%	-33%
	2018	32%	58%	-26%	61%	-29%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				
06	2019	55%	67%	-12%	55%	0%
	2018	68%	68%	0%	52%	16%
Same Grade Comparison		-13%				
Cohort Comparison		23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	56%	-26%	53%	-23%
	2018	42%	57%	-15%	55%	-13%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	28	26	10	33	37	8				
ELL	35	34	29	41	56	27					
BLK	39	48	30	29	46	30	13				
HSP	44	41	30	36	49	27	25				
MUL	47	37		35	50						
WHT	58	52	41	52	64	41	37				
FRL	46	44	34	37	52	35	22				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	24	26	13	32	28					
ELL	32	38	36	32	38	40					
BLK	36	30	18	28	30	14	13				
HSP	50	44	38	41	43	40	41				
MUL	51	34		38	27	27	55				
WHT	56	43	24	52	52	29	47				
FRL	44	38	27	37	41	24	34				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	32	29	11	30	27	16				
ELL	60	70		44	52	50					
ASN	73	70		91	80						
BLK	39	52	54	25	33	32	31				
HSP	67	72	69	58	63	58	73				
MUL	61	66	50	43	48	33					
WHT	68	65	48	56	52	43	60				
FRL	55	61	51	44	48	42	49				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	352

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

In 2019 the lowest performing data area was our lowest 25% subgroup for both ELA and Mathematics. In 2019, 34% of students in the lowest 25% category scored proficient within ELA which was an increase from the 26% proficiency in this category in 2018 school year. Likewise, 35% of students in the lowest 25% category scored proficient within mathematics which was an increase from the 27% in the subgroup for the 2018 school year. Although both of these areas are performing below district and state average's as a school we did see a positive trend for growth within this subgroup data. The positive trend in this data can be attributed to the addition of target intervention for some grade levels, increase in small group instruction, and the addition of monthly data team meeting discussions for all students. Although, we are seeing an increase in this data point there is still a huge need for growth within this area.

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

In 2018, 46% of students in grades 3rd-6th scored proficient in overall math achievement. However, in 2019 students in 3rd - 6th scoring proficiency dropped to 44% of students which was a decrease of 2%. In addition students in grade 5 dropped from 43% proficient in 2018 to only 29% of students being proficient in 2019 for the State Science assessment, this shows a decrease of 14%. The lack of standards based planning and instruction in the area of mathematics and science led to this decrease in overall proficiency for each assessment.

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.

In 2018, 46% of students in grades 3-6 scored proficient in mathematics at Creel. In 2019, 44% scored proficient in math, indicating a 2% decrease in proficiency from 2018-2019 at Creel. The state average for proficiency was 62% in 2018 and 63% in 2019 for grades 3-6, showing a 1% increase of proficiency. Compared to Dr. W.J. Creel, the state average score in 2019 was 63% while the school score was 44%. This indicates a gap of 19% points between the school and state average in math proficiency scores for 2019. In 2018, the gap between the school and state was 16% points, showing an increased growth in the gap between school and state from 2018-2019.

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

In 2019, Dr. W.J. Creel showed improvements within the learning gains categories for both ELA and Mathematics. In 2018, 41% of students showed a learning gain in ELA and in 2019 this increased to 48% of students showing learning gains for ELA. Likewise, in 2018 45% of students showed learning gains within mathematics and in 2019 this increased to 57% of students making learning gains. In addition the lowest 25% student population showed growth in ELA from 26% in 2018 to 34% proficiency in 2019 as well growth in mathematics from 27% proficiency in 2018 to 35% proficiency in 2019. The overall growth in these areas is attributed to an increased awareness of student academic data and standards driven instruction planned for student specific needs. A school wide increase in small group intervention and standards aligned resources also attributed to the increases in these areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number one concerning area within our EWS data is the number of students performing at a Level 1 on state assessments. This data indicates 120 students out of the overall 750 performing at level 1 on the state assessment.

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

1. Increased percentage of students showing proficiency within math achievement
2. Increased percentage of students showing proficiency within science achievement
3. Increased percentage of students showing proficiency within ELA
4. Learning gains increase in all subcategories
5. Social Emotional Learning for all students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards Based Instruction to Increase ELA Proficiency
Rationale	Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administration.
State the measureable outcome the school plans to achieve	School wide ELA scores will increase as a result of teacher collaboratively planning and the implementation of standards based instruction in all classrooms for all students. In 2019 48% of students scored a learning gain and 51% of students in grades 3-6 were proficient on the ELA FSA. The goal for 2020 is to increase students showing a learning gain to 56% and students meeting proficiency to 57% on the ELA FSA.
Person responsible for monitoring outcome	Erica Back (back.eric@brevardschools.org)
Evidence-based Strategy	Utilization of collaborative planning with standards aligned quality resources
Rationale for Evidence-based 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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will collaboratively plan with district and school based-coaches quarterly to map out ELA standards aligned curriculum including complex text, tasks, questions, and exit ticket for understanding. These planning sessions will include district resource teacher Anne Skinner. 2. Teachers will collaboratively work with Writing Cadre team to increase understanding and implementation of best practice writing strategies for instruction. The Write Score online platform will be used as a progress monitoring tool for writing in grades 4-6. 3. Teachers will use frequent feedback from coaches and administration observations to improve instruction. 4. Teachers will monitor student progress through i-Ready, QLA District assessments, Running Records, Oral Reading Fluency, and other monitoring tools to guide and plan for standards based instruction. 5. Hire one intervention teacher from Title 1 budget to assistant with providing targeted small group instruction based on the new school wide implementation of I-ready. 6. School based leadership team and teachers will collaboratively plan implementation of school wide intervention based on frequent student data analysis. 7. Teachers will plan lessons with increased student talk/discourse within lessons in all subject areas. 8. School wide intervention will be added utilizing I-Ready targeted data to focus on individual student needs and growth. 9. Monthly data and MTSS meetings with teachers will continue and will focus on the lowest 25% population as well as ESSA categories identified under 41%. 10. Data tracking spreadsheet and data boards for each grade level will be completed and will focus on all subject areas, lowest 25% student population, and ESSA categories falling below 41%. 11. Additional resources will be added utilizing Title 1 funds to support standards aligned instruction and school wide intervention implementation. (Flocabulary, I-Ready, Myon, 95% group materials, Kagan Cooperative learning)

Person Responsible Erica Back (back.eric@brevardschools.org)

#2

Title Standards Based Instruction to Increase Math Proficiency

Rationale Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administrators.

State the measureable outcome the school plans to achieve School wide Math scores will increase as a result of teacher collaboratively planning and the implementation of standards based instruction in all classrooms for all students with the utilization of the Eureka math program. In 2019 57% of students scored a learning gain and 44% of students in grades 3-6 were proficient on the Math FSA. The goal for 2019 is to increase students showing a learning gain to 49% and students meeting proficiency to 59% on the Math FSA.

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy Utilization of collaborative planning with standards aligned quality resources

Rationale for Evidence-based 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.

Action Step

1. Implement Eureka math program in all classrooms K-5 to increase student depth of knowledge on math standards.
2. Teachers will collaboratively plan with district and school based administration utilizing the Eureka Math resources in order to increase the standards based instruction and move to the next level of deeper mathematical knowledge for all students.
3. Teachers will use frequent feedback from coaches and administration observations to improve instruction.
4. Teachers will plan lessons with increased student talk/discourse within lessons in all subject areas.
5. School wide intervention will be added utilizing I-Ready targeted data to focus on individual student needs and growth.
6. Monthly data and MTSS meetings with teachers will continue and will focus on the lowest 25% population as well as ESSA categories identified under 41%.
7. Data tracking spreadsheet and data boards for each grade level will be completed and will focus on all subject areas, lowest 25% student population, and ESSA categories falling below 41%.
8. Additional resources will be added utilizing Title 1 funds to support standards aligned instruction and school wide intervention implementation. (Flocabulary, 95% materials, Do the Math Intervention, Eureka Math, I-Ready, and Kagan Cooperative Learning)

Person Responsible Sean Chance (chance.sean@brevardschools.org)

#3

Title	Standards Based Instruction to Increase Science Proficiency
Rationale	Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administrators.
State the measureable outcome the school plans to achieve	School wide Science scores will increase as a result of teacher collaboratively planning and the implementation of standards based instruction in all classrooms for all students with the district created Science resources aligned to standards based instruction. In 2019 28% of students in 5th grade were proficient on the SSA. The goal for 2019 is to increase students meeting proficiency to 50% on the Science Assessment.
Person responsible for monitoring outcome	Sean Chance (chance.sean@brevardschools.org)
Evidence-based Strategy	Collaborative planning with the utilization of the Five E model for hands on science instruction.
Rationale for Evidence-based 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.

Action Step

Description	<ol style="list-style-type: none"> 1. Teachers will collaboratively plan with district and school based resource teachers utilizing the standards aligned science resources created by Michelle Ferro in order to increase the standards based instruction and move to the next level of deeper mathematical knowledge for all students. 2. Teachers will use frequent feedback from coaches and administration observations to improve instruction. 3. Michelle Ferro will work closely with the 5th grade team to model implementation of the Five E science instruction within all classrooms and the utilization of standards aligned science instruction for all grade levels. 4. Harris Science Saturday will be offered to all students within 5th grade this school year. 5. Students in 5th grade will gain an additional science lesson to review 3rd and 4th grade skills during activity rotation. 6. Fifth grade teachers will observe another school's instructional strategies for science.
Person Responsible	Sean Chance (chance.sean@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Dr. W.J. Creel will also continue to improve students social emotional learning within all classrooms. School wide implementation of Caring School Community morning meetings and the Mindup Curriculum on calming strategies presented by the students support team with build a foundation for healthier community of student learners.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Dr. W.J. Creel Elementary is implementing new processes to ensure the social-emotional needs of all students are being met. The school will begin a new positive behavior support system that will provide common procedures and expectations for school wide behavior. The school wide implementation of Caring School Community morning meeting in all classrooms to discuss key social emotional topics and teach strategies for successful peer relationships. The School Support Team will work together to support students through counseling, small group sessions, MindUp curriculum within the Zenn cottage and family outreach programs. Students are taught and expected to demonstrate how to be a respectful and responsible member of our Dr. W.J. Creel family. Students Success Celebrations and student positive referrals are planned to recognize students for academic achievement, leadership skills, and good citizenship.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten and TK-1 Parent Orientation night is held annually to support parents with their student's transitions in to Kindergarten. School and grade level expectations are discussed and parents are given the opportunity to ask questions pertaining to their child's program. The sixth grade teachers work closely with our middle school feeder schools to set the students up for success. The middle school teachers visit our school to discuss types of placement and schedules as well as the expectations for the upcoming year. We also work closely to communicate all needed information to parents from the middle school that each individual student will be attending.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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 We 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. We provide the opportunities for each student to maximize their unique potential by using research based, high yield strategies with the aim of above grade level instruction and above grade level performance. 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 team to identify areas in need of improvement and to develop a strategic action plan to make improvements in these specific areas. The leadership team reviews all readily available resources (academic materials, support programs, human resources, and business and community partner resources) and develops a plan to utilize these resources to meet the needs of the school. Federal, state, and local funds are also coordinated to support the school's goals, thus impacting academic achievement. Title I federal funds are used to employ additional instructional personnel (science teacher, literacy coach, and instructional assistants), 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 with the school's mission and vision.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A