

Brevard Public Schools

Dr. W.J. Creel Elementary School



2018-19 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>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	B	C	B*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

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 "Everybody is Somebody," 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
Gaumond, Nicole	Principal
Chance, Sean	Assistant Principal
West, Nancy	Assistant Principal
Goode, Paige	Teacher, K-12
Rickards, Nancy	Instructional Coach
Flickinger, Dan	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership Team is composed of administration, our literacy and math coach, and our Title 1 teacher. The team will focus this year on increasing the implementation of standards based instruction while supporting the social emotional needs of students. Administration will create a master schedule, conduct grade level data meetings, schedule frequent classroom walk-throughs and provide immediate feedback to teachers on what is observed. Staff development will be scheduled to assist teachers with planning for standards based instruction while utilizing district Focus documents to guide the sequencing of lessons. The literacy and math coach will work closely with district math and ELA resource teachers to provide grade level planning sessions on standards based instruction.

The Title 1 team will utilize the LLI program for Tier 2 and 3 setting during the intervention hours. They will meet weekly to analyze the data and evaluate the intervention hours. Decisions will be made regarding student placement and progress based on the data that has been collected up to that point. Meetings will be scheduled with classroom teachers and the Individual Problem Solving Team (IPST) if it is identified that a student needs further movement in the Multi-Tiered System of Support (MTSS) process.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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	12	4	1	0	2	0	0	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	0	32	16	26	25	16	24	0	0	0	0	0	0	139

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - 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	39	31	26	27	27	38	23	0	0	0	0	0	0	211
One or more suspensions	0	0	0	0	2	4	1	0	0	0	0	0	0	7
Course failure in ELA or Math	0	15	13	2	9	9	1	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	1	10	22	12	0	0	0	0	0	0	45

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	8	7	2	7	15	8	0	0	0	0	0	0	49

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In 2017, 64% of students in grades 4-6 scored a learning gain in ELA for 2017. In 2018, 41% of students scored a learning gain. This indicates that 23% less students made an ELA learning gain in 2018 than in 2017. These scores are further evidenced by ELA proficiency scores at the school. In 2017, 63% of students in grades 3-6 were proficient in ELA. However, by 2018, 52% were proficient in ELA at grades 3-6, indicating a movement out of proficiency for 11% of students.

Which data component showed the greatest decline from prior year?

The largest decline is in the school grade from 2017-2018. In 2018, Creel earned a grade of "D" while in 2017 a grade of "B" was assigned earned. In 2016, Creel earned a "C" grade. Yet from 2000 to 2013, Creel had earned an "A" annually. Components of a school grade are; achievement level, learning gains and learning gains of lowest 25% in reading, math and science. A large decline was in the learning gain component for Creel in ELA in 2018. According to FSA scores, Creel loss 23% learning gain points when comparing 2017 data to 2018. In 2017 learning gains in ELA were 64% of students in grades 4-6. The school grade data shows that the lowest 25% student population has a 22 point gap between the school and state average on ELA and a 20 percent in Math. Learning gains dropped to 41% in grades 4-6.

Which data component had the biggest gap when compared to the state average?

In 2017, 51% of students in grades 3-6 scored proficient in mathematics at Creel. In 2018, 46% scored proficient in math, indicating a 5% decrease in proficiency from 2017 to 2018 at Creel. The state average score for proficient was 61% in 2017 and 62% in 2018 for grades 3-8, showing a 1% increase of proficiency. Compared to Dr. W.J. Creel, the state average score in 2018 was 62% while the school score was 46%. This indicates a gap of 16% points between the school and state average in math proficiency scores for 2018. In 2017, the gap between the school and state was 10% points, showing an increased growth in the gap between school and state from 2017 to 2018. An increase from 2017 to 2018 was from 10% to 16% for Creel when compared to state average scores.

Which data component showed the most improvement? Is this a trend?

In 2017, 54% of African Americans were in the lowest 25% for ELA in grades 3-6. In 2018, only 18% of African Americans were still in the lowest 25% for ELA. This means that 36% of African Americans moved out of the lowest 25% from 2017 to 2018 in ELA. Further, this is evidence of a trend as last year, in 2017, 32% of African Americans scored in the lowest 25% in mathematics. Yet, in 2018, 14% of African Americans scored in the lowest 25% in math. This is a reduction of 18% of African Americans in the lowest 25% for mathematics in grades 3-6 at Creel. Together, this trend shows a movement of African Americans numbers being reduced in the lowest 25% category for both ELA and mathematics over the last year.

Describe the actions or changes that led to the improvement in this area.

School administration meet at length with many students and their families to counsel over academics and behavioral issues throughout the year. Many of these students came from African American homes. Community outreach with the Dorcas Outreach Center for Kids(DOCK) also helped to lead this change, as several retired Creel teachers tutored African American students after school hours at the DOCK. Further, many students and their families were mentored at the DOCK by the director of the program. Our Free and Reduced breakfast program helped students to be ready for school each day. Creel's Academic Support Program was held after school in both reading and math last year. Students needing extra help qualified for this program based on FSA scores from the previous year and included representation from this ethnic group. Finally, faculty focus on serving our neediest students is indicative of this statistic and amply expresses the heart of the school to reach out to every student, especially our lowest 25%..

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	60%	56%	54%	60%	52%
ELA Learning Gains	41%	54%	55%	46%	56%	52%
ELA Lowest 25th Percentile	26%	46%	48%	49%	50%	46%
Math Achievement	46%	62%	62%	58%	62%	58%
Math Learning Gains	45%	59%	59%	62%	63%	58%
Math Lowest 25th Percentile	27%	49%	47%	44%	52%	46%
Science Achievement	43%	57%	55%	48%	58%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	63%	0%	57%	6%
	2017	66%	65%	1%	58%	8%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	36%	57%	-21%	56%	-20%
	2017	60%	58%	2%	56%	4%
Same Grade Comparison		-24%				
Cohort Comparison		-30%				
05	2018	46%	54%	-8%	55%	-9%
	2017	57%	60%	-3%	53%	4%
Same Grade Comparison		-11%				
Cohort Comparison		-14%				
06	2018	69%	63%	6%	52%	17%
	2017	60%	64%	-4%	52%	8%
Same Grade Comparison		9%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	62%	-10%	62%	-10%
	2017	52%	63%	-11%	62%	-10%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	33%	59%	-26%	62%	-29%
	2017	44%	61%	-17%	64%	-20%
Same Grade Comparison		-11%				
Cohort Comparison		-19%				
05	2018	32%	58%	-26%	61%	-29%
	2017	37%	58%	-21%	57%	-20%
Same Grade Comparison		-5%				
Cohort Comparison		-12%				
06	2018	68%	68%	0%	52%	16%
	2017	63%	68%	-5%	51%	12%
Same Grade Comparison		5%				
Cohort Comparison		31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	57%	-15%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

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				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Standards Aligned Instruction to Increase ELA Proficiency
Rationale	Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administrators.
Intended Outcome	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 2018 41% of students scored a learning gain and 52% of students in grades 3-6 were proficient on the ELA FSA. The goal for 2019 is to increase students showing a learning gain to 45% and students meeting proficiency to 56% on the ELA FSA.
Point Person	Nicole Gaumond (gaumond.nicole@brevardschools.org)
Action Step	
	<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. These planning sessions will include district resource teacher Anne Skinner.2. Teachers will use frequent feedback from coaches and administration observations to improve instruction.3. 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.
Description	<ol style="list-style-type: none">4. Hire one intervention teacher to assistant with providing targeted small group instruction based on the new school wide implementation of I-ready.5. Purchase I-ready instructional program and 95% group materials to support student academic growth and intervention success.6. Provide compensation for teachers and administrators to participate in additional professional development to develop sustainability and growth of instructional programs.7. Purchase laptop carts to utilize computer based programs for instruction and progress monitoring.
Person Responsible	Nancy West (west.nancy@brevardschools.org)
Plan to Monitor Effectiveness	
	<ul style="list-style-type: none">* Grade level lesson plans will reflect collaborative planning components and lessons. Walk-through observations by administration will monitor implementation of lessons.*Walk-through feedback forms, lesson plans aligned with standards.*Student progress monitoring sheets from I-ready
Description	<ul style="list-style-type: none">* I-Ready weekly data monitoring will show an increase of student mastery within the I-ready lessons each week. Student participation, time on task, and percent mastery will be monitored weekly. This data will be discussed with teachers and used during data chats with students.

*School Wide monitoring of district QLA data to identify standards needed additional instruction and students that may need additional interventions to gain a deeper understanding of needed standards.

*Implementation of Running Records and 95% program will be utilized in grades K-2 to progress monitor student reading and teachers needed reading foundational skills to close achievement gaps.

Person Responsible Nancy West (west.nancy@brevardschools.org)

Activity #2

Title All Dr. W.J. Creel Staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential through a data-driven, standards-based instructional program.

Rationale Providing a social/emotional supportive learning environment for students will promote healthy relationships, reduce stress, and increase the capacity for students to learn.

Intended Outcome To increase the social/emotional support for all students to feel safe within their learning environment therefore increasing overall student learning outcomes.

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

Action Step

1. Continue the processes toward becoming a Positive Behavior Support(PBIS) School.
 - Reorganize the PBIS team
 - PBIS team will conduct presentations and trainings during faculty meetings.
 - Dr. W.J. Creel will work collaboratively with Jason Loble, district support for PBIS
 - PBIS team and leadership will analyze and share behavior data on a regular basis
 - Data will inform decisions to revise school-wide PBIS plan.

- Description**
2. Instructional staff will participate in professional development to increase students' social/emotional learning.
 - Purchase and Implement Caring School Community Morning Meeting
 - Morning Meeting/Class Meeting lessons
 - Monthly Guidance Counselor meetings/assemblies on topics such as bullying, conflict resolution, self-esteem, etc.

3. Hire one instructional assistant to assist with social/emotional strategy implementation within the school day.

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

Plan to Monitor Effectiveness

Description PBIS team will meet monthly to monitor implementation of school-wide PBIS and student data to inform decisions and revise the PBIS plan based on student/school needs. Administration walk through's will monitor the school wide implementation of PBIS and morning meetings within all classrooms.

Evidence of Implementation: PBIS Presentations, student discipline data, documentation of guidance lesson plans, and morning meetings on lesson plans.

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

Activity #3

Title Standards Aligned Instruction to Increase Math Proficiency

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

Intended Outcome 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. In 2018 45% of students scored a learning gain and 55% 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.

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

Action Step

1. Implement problem of the day across all grade levels in order for teachers to begin to utilize number talks to create math discussions that are more than the surface level.

2. Teachers will collaboratively plan with district and school based interventionist utilizing the Teaching Student Centered Mathematics resource in order to increase the standards based instruction and move to the next level of deeper mathematical knowledge for all students.

Description 3. Teachers will use frequent feedback from coaches and administration observations to improve instruction

4. Hire one intervention teacher to assist with providing targeted small group instruction based on the new school wide implementation of I-ready Math

5. Purchase I-ready math instructional program to support student academic growth and intervention success.

6. Provide compensation for teachers and administrators to participate in additional professional development to develop sustainability and growth of instructional programs.

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

Plan to Monitor Effectiveness

* Grade level lesson plans will reflect collaborative planning components and lessons. Walk-through observations by administration will monitor implementation of lessons.

*Walk-through feedback forms, lesson plans aligned with standards, implementation of problem of the day, and student centered mathematics

Description *Student progress monitoring sheets from I-ready and small group instruction reflects implementation of need areas based on I-ready math data.

* I-Ready weekly data monitoring will show an increase of student mastery within the I-ready lessons each week. Student participation, time on task, and percent mastery will be monitored weekly. This data will be discussed with teachers and used during data chats with students.

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

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 Pilot SIP 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. Administration will encourage teachers to schedule a daily class meeting time to discuss key social emotional topics and teach strategies for successful peer relationships. The guidance counselors and school social worker will work together to support t students through counseling, small group sessions, 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 are planned quarterly 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. Kindergarten teachers hosted a "Make and

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 "Everybody is Somebody," 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

Part V: Budget

Total:	\$398,002.50
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