

Sebastian Elementary School

400 SEBASTIAN BLVD, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	74%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	35%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Sebastian Elementary School mission is to provide a nurturing and safe environment committed to achieving excellence. At "The Nest" all students are challenged to reach their maximum potential by providing a solid foundation of skills, knowledge, and values. This foundation will enable each student to become lifelong learners who are college and career ready.

Provide the school's vision statement

NEST : Nurturing and Educating Students for Tomorrow

Within a nurturing, safe environment, Sebastian Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Responsive Classroom Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components:

1. Greeting - Students and teachers greet one other by name and practice offering hospitality.
2. Sharing - Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
3. Group Activity - Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example: reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
4. Morning Message - Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Sebastian Elementary has a before and after school program that provides a supervised environment for students grades K-5.

All staff are School Board employees and as such, each has been fingerprinted, drug-tested and meets all requirements of School Board employment, including having undergone a criminal background check.

Purpose: To decrease the number of latch key children, the Extended Day Program provides services for parents who need support. The program is designed to enrich children's lives educationally, socially, emotionally, and physically in a safe and familiar setting. The program is open on regular school days.

Activities: Afternoon program hours are at the close of the school day until 6:00 p.m. A wide variety of enrichment activities including arts and crafts, computers, music, games, homework assistance, and sports is offered at each site. A low staff/child ratio and nutritious snacks are also features of the program.

During the school day, all students and faculty are taught and expected to follow the school

behavioral expectations of A: Act Safely, B: Be responsible, and C: Care for yourself, others and the environment. All visitors are required to sign in at the office and are checked through the school district's Raptor program that screens for individuals that have been identified as sexual predators. Sebastian Elementary follows the school district's policy on preventing and dealing with bullying behavior.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Sebastian Elementary is a Positive Behavior Support school. Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., discipline or suspension) and can lead to both systemic as well as individualized change. PBS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors. The school behavioral expectations are: A: Act Safely, B: Be responsible, and C: Care for yourself, others, and the environment (The ABC's). They are prominently displayed throughout the school and are taught to the students at the beginning of the school year with booster sessions as needed. When students are observed displaying these behaviors they are rewarded with an ABC charm that they can wear on a necklace. The charms can be used to earn activities that the students find rewarding.

Sebastian Elementary employs a unified dress code policy that promotes safety and enhances the learning environment. Sebastian Elementary follows the School District's Code of Student Conduct that states: The School Board shall require each student of this District to adhere to the Code of Student Conduct adopted by the School Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

1. Conform to reasonable standards of socially-acceptable behavior;
2. Respect the person and property of others;
3. Preserve the degree of order necessary to the educational program in which they are engaged;
4. Respect the rights of others;
5. Obey constituted authority and respond to those who hold that authority.

The Code of Student Conduct designates sanctions for the infractions of rules, excluding corporal punishment, which shall:

1. Relate in kind and degree to the infraction;
2. Help the student learn to take responsibility for his/her actions;
3. Be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

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

The Responsive Classroom Morning Meeting gives students an opportunity to express themselves in a non-threatening and accepting environment. Sebastian Elementary makes referrals to, works with and facilitates all outside agencies that provide mental health services to the community at large and any of our students. Sebastian Elementary responds to the needs of students whose families we are informed are homeless. The Student Support Specialist and School Psychologist provide behavioral and counseling services to students that are in need of it. A variety of clubs/activities are offered to the students who wish to participate.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	5	6	4	4	3	26
One or more suspensions	1	0	0	0	0	1	2
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	5		
Students exhibiting two or more indicators	1		1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- identify opportunities for positive peer group influence.
- connecting families to support resources.
- targeted communications with parents and/or caregivers.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parent Involvement Center

The Sebastian Elementary School Parent Teacher Association (PTA) has an existing area in our Student Support Specialist's (SSS) classroom. The Parent Involvement Center has table and chairs, and a bookcase and cabinet to store supplies. The SSS room has materials and resources on parenting and education. This area is also used for volunteers and counselors as a place to work with students and parents on the effective proponents of their children's education. This dedicated PTA

space was created to make PTA members and parents aware that Sebastian Elementary welcomes and values their presence.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Both PTA and SAC have a goal this year to create partnerships with businesses as part of a beautification project. During the project they plan to repaint our turtles on the sidewalk, and replace the picnic tables outside.

The School Beautification Project objective is to beautify the school grounds in order to instill pride in the school environment. The parents of SES feel that this school landscaping project is a great way to involve parents and other community members, allowing the fruits of their labor to be enjoyed for years to come.

Replacing the picnic tables in our garden area will create a tutoring center where students work one-on-one in a quiet environment, without distraction. This will transform this space into a comfortable area conducive to learning and teaching. Peer tutors will receive training in interpersonal communication, goal-setting, and effective tutoring methods.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Whitfield, Letitia	Principal
Conley, Cheryl	Assistant Principal
Hoyt, Cheryl	Instructional Coach

Duties

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

- All members of the school leadership team play an active role in assuring that the instructional and behavioral needs of all students are met. The team's responsibilities are as follows:
1. Principal: Provides vision and direction for the problem solving processes and reviews the fidelity of and adherence to the process via classroom observations, data meeting and MTSS meetings.
 2. Assistant Principal: Supports the vision and direction for problem solving and reviews the fidelity of and adherence to the process via classroom observations, data meetings and MTSS meetings.
 3. Literacy Coach: Provides expertise in literacy through coaching of effective strategies, identification of appropriate intervention materials and resources, screening and assessment of identified students, and mentoring to teachers and students.
 4. Student Support Specialist: Provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in MTSS meetings, and assisting in the creation of MTSS behavior action and support plans.
 5. School Psychologist: Conducts testing and monitors student progress for MTSS, assist with implementing interventions.

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

1. Principal: Provides vision and direction for the problem solving processes and reviews the fidelity of and adherence to the process via classroom observations , data meeting and MTSS meetings.
2. Assistant Principal: Supports the vision and direction for problem solving and reviews the fidelity of and adherence to the process via classroom observations, data meetings and MTSS meetings.
3. Literacy Coach: Provides expertise in literacy through coaching of effective strategies, identification of appropriate intervention materials and resources, screening and assessment of identified students, and mentoring to teachers and students.
4. Student Support Specialist : Provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in MTSS meetings, and assisting in the creation of MTSS behavior action and support plans.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Letitia Whitfield-Hart	Principal
Martin Bradley	Business/Community
Monica Bradley	Parent
Rose Brickles	Teacher
Sharette Ferguson	Parent
Margit Hollifield	Parent
Rachel Holpher	Parent
Nick Holpher	Parent
Audra Lydick	Parent
Amara Moment	Parent
Marguerite Ogilvie	Parent
Donna Ross	Parent
Suheil Vega	Teacher
Katy Bartolini	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC reviewed last year's school improvement plan 4 times during the year with ongoing input on progress made towards school learning goals.

SAC also reviewed the school's safety plans. policies and procedures throughout the year.

SAC also reviewed the school performance data (benchmark assessments, and 3rd grade afterschool data).

Development of this school improvement plan

SAC members were asked to be responsible for working on School Mission and Vision Statements.

Preparation of the school's annual budget and plan

Budget was presented to SAC .

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No Funds were used by SAC last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Whitfield, Letitia	Principal
Hoyt, Cheryl	Instructional Coach
Conley, Cheryl	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This year our LLT Team will be working with the Learning Alliance to bring Professional Development to a group of teachers in Grades K-5 who are enrolled in a Teacher Academy for Professional Development. This select group of teachers will be participating in weekly professional development in standards-based literacy activities under the expert guidance of the Learning Alliance and their professional team which includes educators at our local Environmental Learning Center and author and presenter Kurt Wooten.

This core team will facilitate professional development with the entire staff monthly throughout the school year, sharing the lessons and tasks they have been learning. The focus will be addressing Florida Standards in an engaging, full modality manner to ignite excitement for learning while promoting basic literacy skills and community. This knowledge will then be implemented in an after-school program with several first and second grade students three days a week. The theme of our after-school program will be, "How Can we Change Our World?" This unit, all lessons, and tasks will incorporate community building, vocabulary, phonics, comprehension and fluency to improve the academic skills of our struggling students while learning about our school and local environment.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This year our LLT Team will be working with the Learning Alliance to bring Professional Development to a group of teachers in Grades K-5 who are enrolled in a Teacher Academy for Professional Development. This select group of teachers will be participating in weekly professional development in standards-based literacy activities under the expert guidance of the Learning Alliance and their professional team which includes educators at our local Environmental Learning Center and author and presenter Kurt Wooten.

These teachers will also meet to collaborate and plan on a weekly basis each Thursday afternoon. Additional PD will take place on Saturdays throughout the year. The LLT team will facilitate professional development with the entire staff monthly throughout the school year, sharing the lessons and tasks they have been learning. The focus will be addressing Florida Standards in an engaging, full modality manner to ignite excitement for learning while promoting basic literacy skills and community.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Sebastian Elementary School's Principal and Assistant Principal work diligently to recruit and retain highly qualified teachers by maintaining a great working atmosphere of respect, collaboration and support. We recruit through an extensive interview process with great experience or high potential in first year teachers. All new teachers to the school are provided a mentor teacher who guides them day to day.

The Literacy Coach is also highly visible and available to teachers for support, planning and modeling. Our Literacy Leadership team and peer teachers also assist teachers in effective strategies. We stress training and fidelity to instructional processes. Teachers are encouraged in the use of high-yield strategies through the evaluation process. We also maintain a positive community profile so that our commitment to excellence is well-known throughout the District.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We provide our 0-3 years experienced teachers with a designated lead teacher based on their highly qualified status. Our goal is to provide a mentor teacher from their respective grade level. This highly qualified mentor is available to assist the teacher with planning, modeling and information regarding their grade level. The Literacy Coach and Math Coordinator are also available to all teachers for assistance with best practices in all subject areas. Each peer teacher will conduct observations with a focus on standards-based instruction after each monthly IRTIPS professional development. After each 10-15 minute observation, they will meet to provide feedback and plan additional lessons.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each teacher at Sebastian Elementary was provided a spiral bound book of the Florida Standards. This is used in conjunction with the District ELA curriculum maps and CPALMS Mathematics curriculum maps to plan lessons utilizing the State Adopted Common Core textbooks as a reference for teaching. Teachers are encouraged to frequent CPalms for their lesson development. Professional Development is consistently tied into the Florida Standards and teachers research and practice instructional techniques in order to best meet the standards. Teachers post the Florida Standard for each lesson within their classroom and refer back to the standard periodically during all lessons in order to ensure classroom and student focus while defining a purpose and direction for each lesson. This practice is closely monitored by administration.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Sebastian Elementary reviews and analyzes data after each benchmark assessment, the State FAIR-FS assessment, as well as more frequent progress monitoring classroom assessments based on the Florida Standards. We also utilize data from DIBELS and Foundations Unit Tests in grades K-2. Analyzing this data consists of breaking apart the benchmarks and creating small group lessons for enrichment or remediation.

Teachers incorporate a variety of stations in order to meet regularly with small groups of students for re-teaching purposes. With the support of CPALMS, supplemental materials, and computer assisted instruction, teachers are able to differentiate instruction in order to meet the needs of all students throughout each tier. Re-assessment of the standards is critical to ensure the instruction was successful. Teachers closely monitor struggling students with a progress monitoring plan (PMP) which they share with the parents on a quarterly basis.

For students not successful with Tier 2 interventions, teachers present data to our school based MTSS team where a more intensive intervention is developed and additional testing is completed. We look at medical issues, speech and language, as well as memory and processing issues.

Sebastian Elementary is providing an afterschool academic program through a Learning Alliance grant this year to provide leveled language arts instruction to 1st and 2nd graders as well as enrichment opportunities. We feel this will meet the varying needs of students in these critical areas. All groups will be leveled using DIBELS data and monitored with a pre and post test after 7 weeks of instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Sebastian Elementary has received an After School Grant from The Learning Alliance (TLA) to offer Teacher Professional Development to a core group of teachers on our LLT. The learned strategies will be implemented in the after-school academy for students in grades K-2. The program will run long enough to deliver 120 hours of PD to K-5 teachers. 4 hours per week for 30 weeks starting in September. For the months of Sept 15-October 15 we will have 4 weeks of intensive accelerated professional development before starting our camps. Enrichment Camp will then start October 15 for two days a week until April in 7 week intervals.

Strategy Rationale

The Learning Alliance will work with Sebastian Elementary to implement the Moonshot Moment "Moonshot Academy" program. "Moonshot Academy" is an on-campus, after-school program that extends the school day for First and Second Grade students. The Academy will feature a strong academic component targeted at each student's identified area of reading weakness, combined with hands-on STEAM activities that have proven to bolster learning when paired with academic intervention.

All activities and multi-sensory strategies are aimed at improving the literacy skills of children identified as reading below grade level. The STEAM component includes activities that are highly engaging, energizing, and help students learn more about ways to improve their school and community environment. More importantly, The enrichment component is based on neuroscience that these activities open up emotional and attention gateways to learn productively.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hoyt, Cheryl, cheryl.hoyt@indianriverschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will pre & post test students at the beginning and end of each 7 week session. We will use DIBELS and Foundations Unit Test data (progress monitoring) as well as IStation assessment data. DIBELS Oral Reading Fluency (ORFs) will be used to measure growth for our students. Success will be measured by an accelerated increase in the student's scores toward grade level reading. The growth target will be determined by TLA and Sebastian Elementary's school team based on baseline data.

Attendance will be tracked by our on-site coordinator (Cheryl Hoyt). Our goal is to have 25% of our students identified as "in need" or "at risk" attend our Moonshot Academy. Attendance will also be tracked once the students are enrolled in the program.

Enrichment STEAM activities will be literacy and science based so progress can be measured by the on-site coordinator through IStation and benchmark assessment data.

Strategy: After School Program

Minutes added to school year: 340

Sebastian Elementary has received a 21st Century After School Grant from the State. Provides Students who attend high poverty schools with opportunities for academic enrichment, personal enrichment, and other activities designed to compliment the student's regular day academics. This program also overs monthly Family Enrichment nights and Saturday Field Trips.

Strategy Rationale

Research shows that students in high poverty benefit from extra instructional support and enrichment opportunities especially when added to the regular school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Whitfield, Letitia, letitia.whitfield@indianriverschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans are checked by the site coordinator and parent and students surveys are conducted after each activity.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the 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

Our Kindergarten teachers present a two day "K Camp" for our incoming kindergarten students. Day One includes acclimation into the Kindergarten classroom. Students are introduced to the Kindergarten routines such as morning meeting, transition between learning stations as well as a tour of a school bus. On Day 2, a meeting for parents is held to share what the children will be learning and experiencing in Kindergarten as well as answer any questions the parents may have before the start of school.

Towards the end of the school year, our outgoing 5th grade students meet with counselors from our feeder Middle Schools to help with designing classes and speaking with students about the transition into Middle School. All 5th graders and their parents are encouraged to attend the parent nights offered for all incoming 6th graders at each middle school.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will decrease the number of students who have obtained 15 or more unexcused absences within 90 calendar days by 5 %.
- G2.** Instructional staff will increase their knowledge and understanding of NGSS Science standards in order to increase student achievement and performance.
- G3.** Instructional and administrative staff will increase their knowledge and understanding of informational text writing best instructional practices to increase student achievement and performance.
- G4.** Instructional and administrative staff members will increase their knowledge , understanding and implementation of rigorous and relevant instruction and instructional reading practices related to current Florida Standards leading to an increase in student achievement and performance.
- G5.** Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional math practices leading to an increase in student achievement and performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will decrease the number of students who have obtained 15 or more unexcused absences within 90 calendar days by 5 %. 1a

G070335

Targets Supported 1b

Indicator	Annual Target
Truancy rate	

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

G2. Instructional staff will increase their knowledge and understanding of NGSS Science standards in order to increase student achievement and performance. 1a

G070336

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- CPALMS and Edviation
- Science experts and teacher leaders
- Half-day inservice dates build into instructional calendar
- Academic Achievement Grant money

Targeted Barriers to Achieving the Goal 3

- Teachers need training in Next Generation Sunshine State Science (NGSSS) standards and in designing effective science lessons and STEM activities.
- Teachers and administrators need time to review and gather lessons from CPALMS and to watch videos of modeled science lessons in Edviation on standards-based science instruction.
- Time to effectively teach science standards and conduct STEM lessons/activities.

Plan to Monitor Progress Toward G2. 8

We will use science benchmark assessments to monitor student progress throughout the year.

Person Responsible

Letitia Whitfield

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Mini-BAT assessments and teacher evaluation meetings after classroom observations.

G3. Instructional and administrative staff will increase their knowledge and understanding of informational text writing best instructional practices to increase student achievement and performance. 1a

G070337

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	80.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Learning Alliance

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Literacy Coach will provide Professional Development on FSA Writing Strategies in content areas.

Person Responsible

Cheryl Hoyt

Schedule

Monthly, from 9/23/2015 to 5/31/2016

Evidence of Completion

Collect and evaluate lesson plans for writing .

G4. Instructional and administrative staff members will increase their knowledge , understanding and implementation of rigorous and relevant instruction and instructional reading practices related to current Florida Standards leading to an increase in student achievement and performance. **1a**

G070338

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Reading - African American	61.0
AMO Reading - ED	72.0
AMO Reading - Hispanic	81.0
AMO Reading - SWD	59.0
AMO Reading - White	78.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal **2**

- CPALMS, Green Florida Standards book, Wonders basal series, Moonshot Academy PD through a grant from The Learning Alliance, The Artslit performance cycle

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher knowledge regarding new Florida Standards, time for professional development, creating or "tweaking" lessons based on the Florida Standards

Plan to Monitor Progress Toward G4. **8**

We will utilize Reading and Writing data through PM2, Foundations Unit Tests, IStation, and other classroom assessments to monitor student progress. Trends will be analyzed after instructional rounds.

Person Responsible

Cheryl Hoyt

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data meetings regarding IStation, PM2 reports, Foundations Unit Tests, other classroom assessments and student PMP reports. Instructional rounds data will show an increase in lessons and tasks reflecting the full intent of the grade level standards.

G5. Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional math practices leading to an increase in student achievement and performance. 1a

G070339

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Math Gains	70.0
Math Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Math Coordinator will provide support to teachers in planning effective lessons that are based on the MAFS using CPALMS
- Math Coordinator will model effective instructional practices in classrooms of math teachers needing extra support or intervention.
- Professional Learning Development will be offered in Math in our "Turtle Trax" Math Committee.
- Grades 3, 4, and 5 are departmentalized to allow teachers to become experts in math instruction
- District Math Specialist will work with our teachers regularly providing professional development and assisting with lesson planning and best practices in math instruction
- Professional Development provided by Robert Kaplinsky

Targeted Barriers to Achieving the Goal 3

- We do not have a Full time Math Coach on staff, our Math Coordinator is a classroom teacher with limited time to provide support to teachers.
- Teachers require additional training in standards-based instruction and mathematical best practices.

Plan to Monitor Progress Toward G5. 8

We will use math benchmark scores to monitor student progress throughout the school year.

Person Responsible

Letitia Whitfield

Schedule

Every 6 Weeks, from 8/17/2015 to 6/3/2016

Evidence of Completion

Mini-BAT assessments and teacher evaluation meetings after classroom observations.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Instructional staff will increase their knowledge and understanding of NGSS Science standards in order to increase student achievement and performance. **1**

 G070336

G2.B1 Teachers need training in Next Generation Sunshine State Science (NGSSS) standards and in designing effective science lessons and STEM activities. **2**

 B183153

G2.B1.S1 Teachers will be trained in designing science lessons and conducting STEM activities during preservice training and before/after school hours. Training will be conducted by Cheryl Conley (Assistant Principal) and Sara Murto (Math/Science Classroom Teacher) and Dr. Larry Chew from University of Central Florida. **4**

 S194900

Strategy Rationale

We will make time outside of class instruction in order for our administrators and classroom teacher leaders to help coach colleagues; because we do not have a math or science resource coach position.

Action Step 1 **5**

Opportunity will be provided during pre-service days for teachers to attend a mandatory training on science instruction and leading STEM activities.

Person Responsible

Cheryl Conley

Schedule

On 8/13/2015

Evidence of Completion

Sign in sheets and exit slips will be collected

Action Step 2 5

Opportunities will be provided in the morning or after school for teachers to hold science professional development.

Person Responsible

Cheryl Conley

Schedule

Every 6 Weeks, from 9/30/2015 to 6/3/2016

Evidence of Completion

Sign in sheets will be collected and teachers will provide certificates of completion for Videos watched in Edifation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Professional development plans and points will be turned into PD representative.

Person Responsible

Cheryl Conley

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Strategies implemented within classroom lessons

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration observations

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher Evaluations/Marzano

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership Team will sit in on the training sessions

Person Responsible

Letitia Whitfield

Schedule

Every 6 Weeks, from 8/11/2015 to 6/3/2016

Evidence of Completion

Certificate of Completion from Edviation provided to Administration and PDC Rep Deliberate practice & IPDP Meetings with Administration

G2.B1.S2 Grade level meetings will include discussing STEMSDAYS and science lessons along with analysis of science sample lessons on video. 4

 S194901

Strategy Rationale

This will allow teachers and administrators to focus on science education and evaluate instructional best practices within science in order to strengthen our instructional practice.

Action Step 1 5

Grade level meetings will allow time for discussing STEMSDAY activities and science lessons.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Grade level meeting agendas

Action Step 2 5

Grade level meetings will allow time for watching and analyzing sample science lessons.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Grade level meeting agendas and sign-in sheets when professional development points are earned along with exit slips or individual reflection summaries.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor science lesson plans and instruction

Person Responsible

Cheryl Conley

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Standards-based instruction trend data and teacher evaluations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership team will lead grade-level meetings along with discussions of science best practices as seen in video lessons

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Certificate of Completion from Edviation provided to Administration and PDC Rep

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership team will assist with writing and will monitor progress on deliberate practice & IPDP goals

Person Responsible

Letitia Whitfield

Schedule

Every 6 Weeks, from 8/28/2015 to 6/3/2016

Evidence of Completion

Deliberate practice & IPDP Meetings with Administration

G2.B2 Teachers and administrators need time to review and gather lessons from CPALMS and to watch videos of modeled science lessons in Edviation on standards-based science instruction. 2

 B183154

G2.B2.S1 Teachers will receive regular emails from Cheryl Conley (Assistant Principal) focusing on science education professional development (questioning strategies, vocabulary instruction, etc.). 4

 S194902

Strategy Rationale

These emails will allow teachers to explore science activities from CPALMS and model lessons on Edviation on their own time in order to supplement the training on teaching science.

Action Step 1 5

Cheryl Conley will write and disseminate emails focused on various best practices in science education.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Collection of emails as sent to teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitoring strategy inclusion in teacher lesson plans

Person Responsible

Cheryl Conley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans and feedback notes from administration to teachers

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor and assist teachers practicing science best practices

Person Responsible

Cheryl Conley

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Timeline of emails and list of subjects covered

G2.B2.S2 Grade level meetings will include discussing science lessons along with analysis of science sample lessons on video. 4

S194903

Strategy Rationale

This will allow teachers and administrators to focus on science education and evaluate instructional best practices within science in order to strengthen our instructional practice.

Action Step 1 5

Grade level meetings will include discussing science lessons along with analysis of science sample lessons on video.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Grade level meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Create a timeline of subjects to be covered in grade level meetings

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Leadership team will monitor science lesson plans and classroom lessons and collect standards-based trend data. This trend data will be used to guide and design future grade level meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Analysis of standards-based trend data (in the area of science).

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

On-going analysis of trend data chart

G2.B3 Time to effectively teach science standards and conduct STEM lessons/activities. 2

 B183155

G2.B3.S1 Teachers will utilize all ten early release days in the instructional calendar to teach STEM lessons and/or activities. 4

 S194904

Strategy Rationale

These ten days will provide time to delve deeply into science education and create a school-wide focus on STEM.

Action Step 1 5

Teachers will utilize all ten early release days in the instructional calendar to teach STEM lessons and/or activities.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/26/2015 to 6/3/2016

Evidence of Completion

Lesson plans for early release dates

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will monitor the lesson plans and rotation schedule for early release days.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/26/2015 to 6/3/2016

Evidence of Completion

Lesson plans, grade level meeting agenda, notes/emails to teachers

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Regularly monitor science benchmark scores and formative assessment results

Person Responsible

Cheryl Conley

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Science benchmark scores and formative assessments as reported by teachers -
Assessment Data in PM2, weekly mini-BATS

G4. Instructional and administrative staff members will increase their knowledge , understanding and implementation of rigorous and relevant instruction and instructional reading practices related to current Florida Standards leading to an increase in student achievement and performance. 1

G070338

G4.B1 Lack of teacher knowledge regarding new Florida Standards, time for professional development, creating or "tweaking" lessons based on the Florida Standards 2

B183157

G4.B1.S1 Providing time during instruction for PD by rearranging our specials area schedule, time before and after school, common planning and faculty meetings are now utilized for PD 4

S194906

Strategy Rationale

To provide enough time for intensive, purposeful PD to increase teacher knowledge of the Florida Standards and standards based instruction

Action Step 1 5

We will provide time during the instructional day for intensive, purposeful understanding of the Florida Standards and standards based instruction through the Moonshot Academy PD provided by our Learning Alliance Grant.

Person Responsible

Cheryl Hoyt

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

Lesson plans and teacher logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

We will monitor the reflection logs, administration participation in PD and classroom observations, Marzano lesson planning forms, student progress, and Instructional rounds.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teachers will share reflections from the logs, administration will analyze student progress on PM2 & Marzano lesson planning forms, and observation of teacher participation during PD. Data from instructional rounds will be analyzed for trends.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will participate in PD with the teachers and conference with teachers during IPDP & Deliberate Practice meetings.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

IPDP and Deliberate Practice forms and information gleaned and shared with teachers from PD

G5. Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional math practices leading to an increase in student achievement and performance. 1

 G070339

G5.B1 We do not have a Full time Math Coach on staff, our Math Coordinator is a classroom teacher with limited time to provide support to teachers. 2

 B183158

G5.B1.S1 Administration will provide a sub for times that the math coordinator is coaching, modeling and or meeting with teachers. until funds are depleted. 4

 S194907

Strategy Rationale

Due to the lack of a math coach position, administration is asking the Math Coordinator to provide training during her classroom instructional time, which requires a substitute for her class position.

Action Step 1 5

Administration will provide a sub for times that the math coordinator is coaching, modeling and or meeting with teachers until funds are depleted.

Person Responsible

Letitia Whitfield

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Classroom observations and meeting minutes from her grade level meetings.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Administration will conduct classroom walkthroughs, review assessment data and meet with teacher.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Assessment Data in PM2, weekly mini-BATS

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

To monitor the effectiveness of the math coordinators, Administration will be looking for improved instruction and best practices implemented.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

This will be noted and collected on classroom observations, formal evaluations and on data results showing improved assessment scores in all math classes.

G5.B1.S2 District Math Specialist will work with our teachers regularly providing professional development and assisting with lesson planning and best practices in math instruction. 4

 S194908

Strategy Rationale

The district math specialist can provide tiered support for our teachers in the area of math instruction and best practices.

Action Step 1 5

District Math Specialist will provide training on standards-based instruction and best practices in math instruction.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Sign in rosters, professional learning agendas

Action Step 2 5

District Math Specialist will model classroom instruction, assist teachers as they write lessons based on the Florida Standards, implement new strategies in mathematics instruction and will provide feedback to teachers, as needed. Debrief meetings will be conducted with Math Specialist and SES Leadership Team.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Meeting minutes and evidence of strategies within teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

SES Leadership Team will sit in on teacher training.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Professional development agendas, revised lesson plans, and teacher evaluation reports and notes

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

SES Leadership Team will participate in monitoring modeling and coaching opportunities and will sit in on feedback meetings as requested.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Standards-based instruction trend data results

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

SES Leadership Team will monitor and implement mathematical lessons and instructions and analyze their relationship to the Florida Standards.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Analysis of school-wide standards-based instruction data trends.

G5.B2 Teachers require additional training in standards-based instruction and mathematical best practices.

2

 B183159

G5.B2.S1 Teachers will be trained in designing standards-based mathematics lessons and in mathematical best practices by Robert Kaplinsky. 4

 S194909

Strategy Rationale

SES Teachers need additional training in order to plan and execute rigorous mathematical instruction.

Action Step 1 5

Opportunity will be provided for teachers to attend training on mathematics instruction and leading engaging, standards-based activities.

Person Responsible

Cheryl Conley

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Professional Development attendance rosters, feedback, and exit slips

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Leadership team will monitor lesson plans and classroom instructions to observe mathematical strategies and lessons

Person Responsible

Cheryl Conley

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Standards-based trend data, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Analysis of standards-based trend data

Person Responsible

Cheryl Conley

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Evidence of Completion

School-wide trend data and summary of analysis

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Opportunity will be provided during pre-service days for teachers to attend a mandatory training on science instruction and leading STEM activities.	Conley, Cheryl	8/11/2015	Sign in sheets and exit slips will be collected	8/13/2015 one-time
G2.B1.S2.A1	Grade level meetings will allow time for discussing STEMSDAY activities and science lessons.	Conley, Cheryl	8/28/2015	Grade level meeting agendas	6/3/2016 monthly
G2.B2.S1.A1	Cheryl Conley will write and disseminate emails focused on various best practices in science education.	Conley, Cheryl	9/1/2015	Collection of emails as sent to teachers	6/3/2016 monthly
G2.B2.S2.A1	Grade level meetings will include discussing science lessons along with analysis of science sample lessons on video.	Conley, Cheryl	8/28/2015	Grade level meeting agendas	6/3/2016 monthly
G2.B3.S1.A1	Teachers will utilize all ten early release days in the instructional calendar to teach STEM lessons and/or activities.	Conley, Cheryl	8/26/2015	Lesson plans for early release dates	6/3/2016 monthly
G4.B1.S1.A1	We will provide time during the instructional day for intensive, purposeful understanding of the Florida Standards and standards based instruction through the Moonshot Academy PD provided by our Learning Alliance Grant.	Hoyt, Cheryl	8/26/2015	Lesson plans and teacher logs	6/3/2016 weekly
G5.B1.S1.A1	Administration will provide a sub for times that the math coordinator is coaching, modeling and or meeting with teachers until funds are depleted.	Whitfield, Letitia	8/17/2015	Classroom observations and meeting minutes from her grade level meetings.	6/3/2016 quarterly
G5.B1.S2.A1	District Math Specialist will provide training on standards-based instruction and best practices in math instruction.	Whitfield, Letitia	9/1/2015	Sign in rosters, professional learning agendas	6/3/2016 monthly
G5.B2.S1.A1	Opportunity will be provided for teachers to attend training on mathematics instruction and leading engaging, standards-based activities.	Conley, Cheryl	10/15/2015	Professional Development attendance rosters, feedback, and exit slips	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Opportunities will be provided in the morning or after school for teachers to hold science professional development.	Conley, Cheryl	9/30/2015	Sign in sheets will be collected and teachers will provide certificates of completion for Videos watched in Edification.	6/3/2016 every-6-weeks
G2.B1.S2.A2	Grade level meetings will allow time for watching and analyzing sample science lessons.	Conley, Cheryl	8/28/2015	Grade level meeting agendas and sign-in sheets when professional development points are earned along with exit slips or individual reflection summaries.	6/3/2016 monthly
G5.B1.S2.A2	District Math Specialist will model classroom instruction, assist teachers as they write lessons based on the Florida Standards, implement new strategies in mathematics instruction and will provide feedback to teachers, as needed. Debrief meetings will be conducted with Math Specialist and SES Leadership Team.	Whitfield, Letitia	9/1/2015	Meeting minutes and evidence of strategies within teacher lesson plans.	6/3/2016 weekly
G2.MA1	We will use science benchmark assessments to monitor student progress throughout the year.	Whitfield, Letitia	8/17/2015	Mini-BAT assessments and teacher evaluation meetings after classroom observations.	6/3/2016 quarterly
G2.B1.S1.MA1	Leadership Team will sit in on the training sessions	Whitfield, Letitia	8/11/2015	Certificate of Completion from Edivation provided to Administration and PDC Rep Deliberate practice & IPDP Meetings with Administration	6/3/2016 every-6-weeks
G2.B1.S1.MA1	Professional development plans and points will be turned into PD representative.	Conley, Cheryl	8/11/2015	Strategies implemented within classroom lessons	6/3/2016 weekly
G2.B1.S1.MA2	Administration observations	Whitfield, Letitia	8/17/2015	Teacher Evaluations/Marzano	6/3/2016 weekly
G2.B2.S1.MA1	Monitor and assist teachers practicing science best practices	Conley, Cheryl	8/17/2015	Timeline of emails and list of subjects covered	6/3/2016 weekly
G2.B2.S1.MA1	Monitoring strategy inclusion in teacher lesson plans	Conley, Cheryl	9/1/2015	Teacher lesson plans and feedback notes from administration to teachers	6/3/2016 weekly
G2.B3.S1.MA1	Regularly monitor science benchmark scores and formative assessment results	Conley, Cheryl	8/17/2015	Science benchmark scores and formative assessments as reported by teachers - Assessment Data in PM2, weekly mini-BATS	6/3/2016 monthly
G2.B3.S1.MA1	Administration will monitor the lesson plans and rotation schedule for early release days.	Conley, Cheryl	8/26/2015	Lesson plans, grade level meeting agenda, notes/emails to teachers	6/3/2016 monthly
G2.B1.S2.MA1	Leadership team will lead grade-level meetings along with discussions of science best practices as seen in video lessons	Conley, Cheryl	8/28/2015	Certificate of Completion from Edivation provided to Administration and PDC Rep	6/3/2016 monthly
G2.B1.S2.MA3	Leadership team will assist with writing and will monitor progress on deliberate practice & IPDP goals	Whitfield, Letitia	8/28/2015	Deliberate practice & IPDP Meetings with Administration	6/3/2016 every-6-weeks
G2.B1.S2.MA1	Monitor science lesson plans and instruction	Conley, Cheryl	8/28/2015	Standards-based instruction trend data and teacher evaluations	6/3/2016 weekly
G2.B2.S2.MA1	Analysis of standards-based trend data (in the area of science).	Conley, Cheryl	8/17/2015	On-going analysis of trend data chart	6/3/2016 monthly
G2.B2.S2.MA1	Create a timeline of subjects to be covered in grade level meetings	Conley, Cheryl	8/28/2015	Leadership team will monitor science lesson plans and classroom lessons and collect standards-based trend data. This trend data will be used to guide and design future grade level meetings.	6/3/2016 monthly
G3.MA1	Literacy Coach will provide Professional Development on FSA Writing Strategies in content areas.	Hoyt, Cheryl	9/23/2015	Collect and evaluate lesson plans for writing .	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1	We will utilize Reading and Writing data through PM2, Foundations Unit Tests, IStation, and other classroom assessments to monitor student progress. Trends will be analyzed after instructional rounds.	Hoyt, Cheryl	8/18/2014	Data meetings regarding IStation, PM2 reports, Foundations Unit Tests, other classroom assessments and student PMP reports. Instructional rounds data will show an increase in lessons and tasks reflecting the full intent of the grade level standards.	6/5/2015 monthly
G4.B1.S1.MA1	Administration will participate in PD with the teachers and conference with teachers during IPDP & Deliberate Practice meetings.	Whitfield, Letitia	8/18/2014	IPDP and Deliberate Practice forms and information gleaned and shared with teachers from PD	6/5/2015 weekly
G4.B1.S1.MA1	We will monitor the reflection logs, administration participation in PD and classroom observations, Marzano lesson planning forms, student progress, and Instructional rounds.	Whitfield, Letitia	9/1/2015	Teachers will share reflections from the logs, administration will analyze student progress on PM2 & Marzano lesson planning forms, and observation of teacher participation during PD. Data from instructional rounds will be analyzed for trends.	6/3/2016 weekly
G5.MA1	We will use math benchmark scores to monitor student progress throughout the school year.	Whitfield, Letitia	8/17/2015	Mini-BAT assessments and teacher evaluation meetings after classroom observations.	6/3/2016 every-6-weeks
G5.B1.S1.MA1	To monitor the effectiveness of the math coordinators, Administration will be looking for improved instruction and best practices implemented.	Whitfield, Letitia	8/17/2015	This will be noted and collected on classroom observations, formal evaluations and on data results showing improved assessment scores in all math classes.	6/3/2016 weekly
G5.B1.S1.MA1	Administration will conduct classroom walkthroughs, review assessment data and meet with teacher.	Whitfield, Letitia	8/17/2015	Assessment Data in PM2, weekly mini-BATS	6/3/2016 weekly
G5.B2.S1.MA1	Analysis of standards-based trend data	Conley, Cheryl	10/15/2015	School-wide trend data and summary of analysis	6/3/2016 monthly
G5.B2.S1.MA1	Leadership team will monitor lesson plans and classroom instructions to observe mathematical strategies and lessons	Conley, Cheryl	10/15/2015	Standards-based trend data, teacher lesson plans	6/3/2016 monthly
G5.B1.S2.MA1	SES Leadership Team will monitor and implement mathematical lessons and instructions and analyze their relationship to the Florida Standards.	Whitfield, Letitia	9/1/2015	Analysis of school-wide standards-based instruction data trends.	6/3/2016 monthly
G5.B1.S2.MA1	SES Leadership Team will sit in on teacher training.	Whitfield, Letitia	9/1/2015	Professional development agendas, revised lesson plans, and teacher evaluation reports and notes	6/3/2016 monthly
G5.B1.S2.MA2	SES Leadership Team will participate in monitoring modeling and coaching opportunities and will sit in on feedback meetings as requested.	Whitfield, Letitia	9/1/2015	Standards-based instruction trend data results	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Instructional staff will increase their knowledge and understanding of NGSS Science standards in order to increase student achievement and performance.

G2.B1 Teachers need training in Next Generation Sunshine State Science (NGSSS) standards and in designing effective science lessons and STEM activities.

G2.B1.S1 Teachers will be trained in designing science lessons and conducting STEM activities during preservice training and before/after school hours. Training will be conducted by Cheryl Conley (Assistant Principal) and Sara Murto (Math/Science Classroom Teacher) and Dr. Larry Chew from University of Central Florida.

PD Opportunity 1

Opportunity will be provided during pre-service days for teachers to attend a mandatory training on science instruction and leading STEM activities.

Facilitator

Cheryl Conley (Assistant Principal) and Sara Murto (Classroom teacher/Math Coordinator)

Participants

ALL SES Teachers

Schedule

On 8/13/2015

PD Opportunity 2

Opportunities will be provided in the morning or after school for teachers to hold science professional development.

Facilitator

Cheryl Conley (Assistant Principal) and Sara Murto (Classroom teacher/Math Coordinator)

Participants

Math and Science Teachers ALL grade levels

Schedule

Every 6 Weeks, from 9/30/2015 to 6/3/2016

G2.B1.S2 Grade level meetings will include discussing STEMSDAYS and science lessons along with analysis of science sample lessons on video.

PD Opportunity 1

Grade level meetings will allow time for watching and analyzing sample science lessons.

Facilitator

Cheryl Conley (Assistant Principal)

Participants

ALL SES teachers

Schedule

Monthly, from 8/28/2015 to 6/3/2016

G2.B2 Teachers and administrators need time to review and gather lessons from CPALMS and to watch videos of modeled science lessons in Edviation on standards-based science instruction.

G2.B2.S2 Grade level meetings will include discussing science lessons along with analysis of science sample lessons on video.

PD Opportunity 1

Grade level meetings will include discussing science lessons along with analysis of science sample lessons on video.

Facilitator

Cheryl Conley (Assistant Principal)

Participants

All SES Teachers

Schedule

Monthly, from 8/28/2015 to 6/3/2016

G4. Instructional and administrative staff members will increase their knowledge , understanding and implementation of rigorous and relevant instruction and instructional reading practices related to current Florida Standards leading to an increase in student achievement and performance.

G4.B1 Lack of teacher knowledge regarding new Florida Standards, time for professional development, creating or "tweaking" lessons based on the Florida Standards

G4.B1.S1 Providing time during instruction for PD by rearranging our specials area schedule, time before and after school, common planning and faculty meetings are now utilized for PD

PD Opportunity 1

We will provide time during the instructional day for intensive, purposeful understanding of the Florida Standards and standards based instruction through the Moonshot Academy PD provided by our Learning Alliance Grant.

Facilitator

Cheryl Hoyt, Literacy Coach

Participants

Grades K-5 teachers and ESE Resource Teachers

Schedule

Weekly, from 8/26/2015 to 6/3/2016

G5. Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional math practices leading to an increase in student achievement and performance.

G5.B1 We do not have a Full time Math Coach on staff, our Math Coordinator is a classroom teacher with limited time to provide support to teachers.

G5.B1.S1 Administration will provide a sub for times that the math coordinator is coaching, modeling and or meeting with teachers. until funds are depleted.

PD Opportunity 1

Administration will provide a sub for times that the math coordinator is coaching, modeling and or meeting with teachers until funds are depleted.

Facilitator

Sara Murto: Math Coordinator

Participants

Math teachers grade K-2 and 3,4,5

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G5.B1.S2 District Math Specialist will work with our teachers regularly providing professional development and assisting with lesson planning and best practices in math instruction.

PD Opportunity 1

District Math Specialist will provide training on standards-based instruction and best practices in math instruction.

Facilitator

Laura Lane (District Math Specialist)

Participants

ALL SES Math teachers

Schedule

Monthly, from 9/1/2015 to 6/3/2016

G5.B2 Teachers require additional training in standards-based instruction and mathematical best practices.

G5.B2.S1 Teachers will be trained in designing standards-based mathematics lessons and in mathematical best practices by Robert Kaplinsky.

PD Opportunity 1

Opportunity will be provided for teachers to attend training on mathematics instruction and leading engaging, standards-based activities.

Facilitator

Robert Kaplinsky (Consultant)

Participants

ALL SES math teachers

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G2.B1.S1.A1	Opportunity will be provided during pre-service days for teachers to attend a mandatory training on science instruction and leading STEM activities.			\$0.00	
2	G2.B1.S1.A2	Opportunities will be provided in the morning or after school for teachers to hold science professional development.			\$0.00	
3	G2.B1.S2.A1	Grade level meetings will allow time for discussing STEMSDAY activities and science lessons.			\$0.00	
4	G2.B1.S2.A2	Grade level meetings will allow time for watching and analyzing sample science lessons.			\$0.00	
5	G2.B2.S1.A1	Cheryl Conley will write and disseminate emails focused on various best practices in science education.			\$0.00	
6	G2.B2.S2.A1	Grade level meetings will include discussing science lessons along with analysis of science sample lessons on video.			\$0.00	
7	G2.B3.S1.A1	Teachers will utilize all ten early release days in the instructional calendar to teach STEM lessons and/or activities.			\$0.00	
8	G4.B1.S1.A1	We will provide time during the instructional day for intensive, purposeful understanding of the Florida Standards and standards based instruction through the Moonshot Academy PD provided by our Learning Alliance Grant.			\$0.00	
9	G5.B1.S1.A1	Administration will provide a sub for times that the math coordinator is coaching, modeling and or meeting with teachers until funds are depleted.			\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
10	G5.B1.S2.A1	District Math Specialist will provide training on standards-based instruction and best practices in math instruction.			\$0.00	
11	G5.B1.S2.A2	District Math Specialist will model classroom instruction, assist teachers as they write lessons based on the Florida Standards, implement new strategies in mathematics instruction and will provide feedback to teachers, as needed. Debrief meetings will be conducted with Math Specialist and SES Leadership Team.			\$0.00	
12	G5.B2.S1.A1	Opportunity will be provided for teachers to attend training on mathematics instruction and leading engaging, standards-based activities.			\$0.00	
Total:					\$0.00	