

School District of Indian River County

Sebastian Elementary School



2017-18 Schoolwide Improvement Plan

Sebastian Elementary School

400 SEBASTIAN BLVD, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sebastian Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 will implement during the 2017-2018 school year Randy Sprick's Safe & Civil Schools CHAMPS management system for school wide behavior. This system is designed to help school staff improve safety and civility across all school settings, by laying a foundation to engage students and enhance learning. The goal of the CHAMPS management system is to empower school staff with techniques to help all students behave responsibly and respectfully.

The beliefs include:

1. All students must be treated with dignity and respect.
2. Students should be taught the skills and behaviors necessary for success.
3. Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
4. Student misbehavior represents a teaching opportunity.

Procedures can be categorized into three levels:

1. School wide (affecting all students in all settings)
2. Classroom (for teachers in their own classroom)
3. Individual (specifically tailored to meet the needs of individual students)

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.

d. 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 Behavioral 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Data provided below for Early Warning Systems

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

1. 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	4	5	6	4	4	3	0	0	0	0	0	0	0	26
One or more suspensions	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	2	2	8	12	19	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	8	12	19	0	0	0	0	0	0	0	39

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	0	4	3	12	27	28	0	0	0	0	0	0	0	74

c. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/455118>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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. This year a beautification area for picnic tables near the 600 wing will be an area of focus.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Whitfield, Letitia	Principal
Bacon, Chadwick	Assistant Principal
Hoyt, Cheryl	Instructional Coach

b. Duties

1. 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. Behavioral 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.

2. 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 Math Coach: Provides expertise in math through coaching of effective strategies, identification of appropriate intervention materials and resources, screening and assessment of identified students, and mentoring to teachers and students.
5. Behavioral 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Letitia Whitfield-Hart	Principal
Audra Lydick	Parent
Donna Ross	Parent
Katy Bartolini	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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).

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

Budget was presented to SAC .

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Whitfield, Letitia	Principal
Hoyt, Cheryl	Instructional Coach
Bacon, Chadwick	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This year our LLT Team will be working with teachers , Title One Teacher Assistants and our new Third Grade Intervention Teacher to facilitate professional development monthly throughout the school year, sharing lessons and tasks . 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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.

2. 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 looking at both experience and/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 and Math Coach are also highly visible and available to teachers for support, planning and modeling. Our Literacy/Math 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.

3. 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 Coach are also available to all teachers for assistance with best practices in all subject areas.

• Teacher Mentors New Teachers

1. Ms. Brickles ELA Team Leader (Mrs. Wimett 2nd grade ELA teacher)
2. Mrs. Taylor : Intervention Teacher (Ms. Kirkaldy ESE Resource Teacher)
3. Mrs. Shukri : Math Coordinator (Mr. Chianese 3rd grade Math Teacher)
4. Ms . Reyes: 1st Grade Team Leader (Ms. Weekes 1st Grade Teacher)
5. Mrs. Bartolini : K Team Leader (Mrs. Fuller K Teacher)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 through the process of informal and formal evaluative observations that focus specifically on teachers attention to established content standards. In these observations the administrative team reviews pacing guides and associated lesson plans prior; to ensure curricular alignment is in place. In addition to informal and formal evaluative observations we have "Learning Walks" that have a strategic focus on Standards in association with Learning Targets and Teaching Points.

b. Instructional Strategies

1. 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 Unit Assessment, as well as more frequent progress monitoring classroom assessments based on the Florida Standards. We also utilize data from I-Ready 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. This year we will be utilizing I-Ready Math and Reading Data to access grades K-5 in both of these content areas.

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 (I-Ready) , 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.

2. 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: 125

Sebastian Elementary has received an After School 21st Century to provide afterschool tutorial and enrichment activities for grades 1-5.

Strategy Rationale

After-school program extends the school day for grades 1-5. The program will feature a strong academic component targeted at each student's identified area of reading weakness, combined with hands-on STEM activities that have proven to bolster learning when paired with academic intervention.

The STEM 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 activities that open up emotional and attention gateways to learn productively.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

We will use I-Ready Data and 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 Sebastian Elementary's school team based leadership.

Attendance will be tracked by our Coordinator. Our goal is to have 25% of our students identified as "in need" or "at risk" attend our afterschool program. Attendance will also be tracked once the students are enrolled in the program.

Enrichment STEM activities will be literacy and science based so progress can be measured by the on-site coordinator through I-Ready and Benchmark Assessment Data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 (using GO MATH) 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G094361

Targets Supported 1b

Indicator	Annual Target
Truancy Rate	70.0

Targeted Barriers to Achieving the Goal 3

- Parents who are not bringing their child to school or allowing them to stay home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social worker and behavior specialist will work with families that have been reported for truancy ,

Plan to Monitor Progress Toward G1. 8

Attendance reports

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Attendance reports

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

G094362

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS and Edviation
- Science experts and teacher leaders
- Half-day inservice dates built into instructional calendar

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Chadwick Bacon

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

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

G094363

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	80.0
FAA Writing Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- We need more resources and trainings for text based writing

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration and SAC are providing funds for the implementation of Thinking Maps for text based writing.

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 8/14/2017 to 5/25/2018

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

G094364

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, Green Florida Standards book,

Plan to Monitor Progress Toward G4. 8

We will utilize Reading and Writing data through PM2, Foundations Unit Tests, I-Ready, and other classroom assessments to monitor student progress. Trends will be analyzed after Learning Walks.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data meetings regarding I-ready achievements and minutes, PM2 reports, Foundations Unit Tests, other classroom assessments and student PMP reports. Learning Walk 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 (using GO MATH) leading to an increase in student achievement and performance. 1a

G094365

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Coach will provide support to teachers in planning effective lessons that are based on the MAFS using CPALMS
- Math Coach will model effective instructional practices in classrooms of math teachers needing extra support or intervention.
- 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

Plan to Monitor Progress Toward G5. 8

We will use math benchmark scores and Mini BAT Assessments from UNIFY to monitor student progress throughout the school year.

Person Responsible

Letitia Whitfield

Schedule

Every 6 Weeks, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data from Mini-BAT assessments and teacher evaluation meeting minutes 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

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

 G094361

G1.B1 Parents who are not bringing their child to school or allowing them to stay home. **2**

 B253395

G1.B1.S1 Behavior Specialist will work with families to provide family workshops on the importance of attendance. **4**

 S267548

Strategy Rationale

Poverty families may not understand the statistics associated with attending school for graduation and success rates.

Action Step 1 **5**

Workshops for families

Person Responsible

Cheryl Hoyt

Schedule

Every 6 Weeks, from 9/18/2017 to 5/25/2018

Evidence of Completion

Attendance Officer will pull attendance reports on chronic absences .

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monthly Attendance calls/emails with Attendance Officer

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monthly conferences between Principal and Attendance Officer

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Monthly attendance graphs

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

G094362

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

B253396

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 Dr. Chadwick Bacon (Assistant Principal) and Michelle Dunderdale Math Coach . 4

S267549

Strategy Rationale

We will make time outside of class instruction in order for our administrators and coaches and teacher leaders to help coach colleagues.

Action Step 1 5

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

Person Responsible

Letitia Whitfield

Schedule

On 5/25/2018

Evidence of Completion

Sign in sheets and exit slips will be collected

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

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

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/14/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

Evidence of Completion

Certificate of Completion 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

 S267550

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

Letitia Whitfield

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Letitia Whitfield

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Letitia Whitfield

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Standards-based instruction trend data and data from teacher evaluations and meeting minutes

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 8/14/2017 to 5/25/2018

Evidence of Completion

Leadership team will assist with writing and will monitor progress on deliberate practice & IPDP goals. Completion of Deliberate practice goals set by teachers as evidenced on the Deliberate practice evaluation form.

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**

 B253397

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

 S267551

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**

Dr. Chadwick Bacon will write and disseminate emails focused on various best practices in science education.

Person Responsible

Chadwick Bacon

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Chadwick Bacon

Schedule

Weekly, from 8/14/2017 to 5/25/2018

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

Chadwick Bacon

Schedule

Weekly, from 8/14/2017 to 5/25/2018

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

 S267552

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

Chadwick Bacon

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Chadwick Bacon

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Chadwick Bacon

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

On-going analysis of trend data chart

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

 B253398

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

 S267553

Strategy Rationale

These 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 early release days in the instructional calendar to teach STEM lessons and/or activities.

Person Responsible

Chadwick Bacon

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Chadwick Bacon

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Letitia Whitfield

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

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

G094363

G3.B1 We need more resources and trainings for text based writing 2

B253399

G3.B1.S1 School wide "Thinking Maps ' implementation will give teachers resources to assist with writing strategies. 4

S267554

Strategy Rationale

Providing Writing strategies will help increase students achievement and performance in writing.

Action Step 1 5

School wide "Thinking Maps ' implementation will give teachers resources to assist with writing strategies.

Person Responsible

Cheryl Hoyt

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

The School Thinking Maps Team will be visiting classrooms monthly to do walkthroughs and give teachers feedback on student work as evidenced on Bulletin Boards . Student work will also be reviewed and scored on a writing rubric during our monthly leadership team meetings .

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observations

Person Responsible

Cheryl Hoyt

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walkthrough data collection

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

School wide "Thinking Maps ' Walkthroughs by thinking Maps Leadership Team

Person Responsible

Cheryl Hoyt

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data from Thinking Maps Walks

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

G094365

G5.B1 Teachers require additional training in standards-based instruction and mathematical best practices.

2

B253401

G5.B1.S1 Teachers require additional training in standards-based instruction and mathematical best practices using GO MATH 4

S267556

Strategy Rationale

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

Action Step 1 5

Teachers require additional training in standards-based instruction and mathematical best practices using GO MATH

Person Responsible

Chadwick Bacon

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Weekly meeting with teachers to collect evidences including meeting minutes, UNIT Assessment Data results , student progress reports and progress with GO MATH.

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

Bi-Weekly and or Weekly Data meetings to review UNIT assessment results

Person Responsible

Chadwick Bacon

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidences collected will be student achievement scores on UNIT assessments and minutes from meetings and agendas with action plans for math standards.

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

Teachers require additional training in standards-based instruction and mathematical best practices . Teachers also require feedback on teaching strategies .

Person Responsible

Chadwick Bacon

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Daily classroom walkthroughs and or observations will occur . Feedback will be given in the form of meeting minutes and or evaluation implementation in the True North Logic the evaluation tool.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M379926	Attendance reports	Whitfield, Letitia	9/18/2017	Attendance reports	5/25/2018 monthly
G2.MA1 M379938	We will use science benchmark assessments to monitor student progress throughout the year.	Bacon, Chadwick	8/14/2017	Mini-BAT assessments and teacher evaluation meetings after classroom observations.	5/25/2018 quarterly
G3.MA1 M379941	Literacy Coach will provide Professional Development on FSA Writing Strategies in content areas.	Hoyt, Cheryl	8/14/2017	Collect and evaluate lesson plans for writing .	5/25/2018 monthly
G5.MA1 M379947	We will use math benchmark scores and Mini BAT Assessments from UNIFY to monitor student progress...	Whitfield, Letitia	8/14/2017	Data from Mini-BAT assessments and teacher evaluation meeting minutes after classroom observations.	5/25/2018 every-6-weeks
G1.B1.S1.MA1 M379924	Monthly conferences between Principal and Attendance Officer	Whitfield, Letitia	9/18/2017	Monthly attendance graphs	5/25/2018 monthly
G1.B1.S1.MA1 M379925	Monthly Attendance calls/emails with Attendance Officer	Whitfield, Letitia	9/18/2017	Attendance reports	5/25/2018 monthly
G1.B1.S1.A1 A355849	Workshops for families	Hoyt, Cheryl	9/18/2017	Attendance Officer will pull attendance reports on chronic absences .	5/25/2018 every-6-weeks
G2.B1.S1.MA1 M379927	Leadership Team will sit in on the training sessions	Whitfield, Letitia	8/14/2017	Certificate of Completion provided to Administration and PDC Rep Deliberate practice & IPDP Meetings with Administration	5/25/2018 every-6-weeks
G2.B1.S1.MA1 M379928	Professional development plans and points will be turned into PD representative.	Whitfield, Letitia	8/14/2017	Strategies implemented within classroom lessons	5/25/2018 weekly
G2.B1.S1.MA2 M379929	Administration observations	Whitfield, Letitia	8/14/2017	Teacher Evaluations/Marzano	5/25/2018 weekly
G2.B1.S1.A1 A355850	Opportunity will be provided during pre-service days for teachers to attend a training on science...	Whitfield, Letitia	8/14/2017	Sign in sheets and exit slips will be collected	5/25/2018 one-time
G2.B2.S1.MA1 M379932	Monitor and assist teachers practicing science best practices	Bacon, Chadwick	8/14/2017	Timeline of emails and list of subjects covered	5/25/2018 weekly
G2.B2.S1.MA1 M379933	Monitoring strategy inclusion in teacher lesson plans	Bacon, Chadwick	8/14/2017	Teacher lesson plans and feedback notes from administration to teachers	5/25/2018 weekly
G2.B2.S1.A1 A355853	Dr. Chadwick Bacon will write and disseminate emails focused on various best practices in science...	Bacon, Chadwick	8/14/2017	Collection of emails as sent to teachers	5/25/2018 monthly
G2.B3.S1.MA1 M379936	Regularly monitor science benchmark scores and formative assessment results	Whitfield, Letitia	8/14/2017	Science benchmark scores and formative assessments as reported by teachers - Assessment Data in PM2, weekly mini-BATS	5/25/2018 monthly
G2.B3.S1.MA1 M379937	Administration will monitor the lesson plans and rotation schedule for early release days.	Bacon, Chadwick	8/14/2017	Lesson plans, grade level meeting agenda, notes/emails to teachers	5/25/2018 monthly
G2.B3.S1.A1 A355855	Teachers will utilize all early release days in the instructional calendar to teach STEM lessons...	Bacon, Chadwick	8/14/2017	Lesson plans for early release dates	5/25/2018 monthly
G3.B1.S1.MA1 M379939	School wide "Thinking Maps ' Walkthroughs by thinking Maps Leadership Team	Hoyt, Cheryl	8/14/2017	Data from Thinking Maps Walks	5/25/2018 monthly
G3.B1.S1.MA1 M379940	Classroom observations	Hoyt, Cheryl	8/14/2017	Walkthrough data collection	5/25/2018 weekly

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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
G3.B1.S1.A1  A355856	School wide "Thinking Maps ' implementation will give teachers resources to assist with writing...	Hoyt, Cheryl	8/14/2017	The School Thinking Maps Team will be visiting classrooms monthly to do walkthroughs and give teachers feedback on student work as evidenced on Bulletin Boards . Student work will also be reviewed and scored on a writing rubric during our monthly leadership team meetings .	5/25/2018 daily
G5.B1.S1.MA1  M379945	Teachers require additional training in standards-based instruction and mathematical best practices...	Bacon, Chadwick	8/14/2017	Daily classroom walkthroughs and or observations will occur . Feedback will be given in the form of meeting minutes and or evaluation implementation in the True North Logic the evaluation tool.	5/25/2018 daily
G5.B1.S1.MA1  M379946	Bi-Weekly and or Weekly Data meetings to review UNIT assessment results	Bacon, Chadwick	8/14/2017	Evidences collected will be student achievement scores on UNIT assessments and minutes from meetings and agendas with action plans for math standards.	5/25/2018 weekly
G5.B1.S1.A1  A355859	Teachers require additional training in standards-based instruction and mathematical best practices...	Bacon, Chadwick	8/14/2017	Weekly meeting with teachers to collect evidences including meeting minutes, UNIT Assessment Data results , student progress reports and progress with GO MATH.	5/25/2018 weekly
G2.B1.S2.MA1  M379930	Leadership team will assist with writing and will monitor progress on deliberate practice & IPDP...	Whitfield, Letitia	8/14/2017	Leadership team will assist with writing and will monitor progress on deliberate practice & IPDP goals. Completion of Deliberate practice goals set by teachers as evidenced on the Deliberate practice evaluation form.	5/25/2018 every-6-weeks
G2.B1.S2.MA1  M379931	Monitor science lesson plans and instruction	Whitfield, Letitia	8/14/2017	Standards-based instruction trend data and data from teacher evaluations and meeting minutes	5/25/2018 weekly
G2.B1.S2.A1  A355851	Grade level meetings will allow time for discussing STEMSDAY activities and science lessons.	Whitfield, Letitia	8/14/2017	Grade level meeting agendas	5/25/2018 monthly
G2.B1.S2.A2  A355852	Grade level meetings will allow time for watching and analyzing sample science lessons.	Whitfield, Letitia	8/14/2017	Grade level meeting agendas and sign-in sheets when professional development points are earned along with exit slips or individual reflection summaries.	5/25/2018 monthly
G2.B2.S2.MA1  M379934	Analysis of standards-based trend data (in the area of science).	Bacon, Chadwick	8/14/2017	On-going analysis of trend data chart	5/25/2018 monthly
G2.B2.S2.MA1  M379935	Create a timeline of subjects to be covered in grade level meetings	Bacon, Chadwick	8/14/2017	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.	5/25/2018 monthly
G2.B2.S2.A1  A355854	Grade level meetings will include discussing science lessons along with analysis of science sample...	Bacon, Chadwick	8/14/2017	Grade level meeting agendas	5/25/2018 monthly

V. 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 Dr. Chadwick Bacon (Assistant Principal) and Michelle Dunderdale Math Coach .

PD Opportunity 1

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

Facilitator

Dr. Chadwick Bacon

Participants

ALL SES Teachers

Schedule

On 5/25/2018

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

Dr. Chadwick Bacon ; Assistant Principal

Participants

ALL SES teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Dr. Bacon (Assistant Principal)

Participants

All SES Teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

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

PD Opportunity 1

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

Facilitator

Dr. Chadwick Bacon

Participants

All Teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

G3.B1 We need more resources and trainings for text based writing

G3.B1.S1 School wide "Thinking Maps ' implementation will give teachers resources to assist with writing strategies.

PD Opportunity 1

School wide "Thinking Maps ' implementation will give teachers resources to assist with writing strategies.

Facilitator

Thinking Maps Trainers

Participants

All teachers

Schedule

Daily, from 8/14/2017 to 5/25/2018

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

G5.B1 Teachers require additional training in standards-based instruction and mathematical best practices.

G5.B1.S1 Teachers require additional training in standards-based instruction and mathematical best practices using GO MATH

PD Opportunity 1

Teachers require additional training in standards-based instruction and mathematical best practices using GO MATH

Facilitator

Dr. Bacon and Mrs. Hart

Participants

Math Teachers

Schedule

Weekly, from 8/14/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Workshops for families				\$0.00
2	G2.B1.S1.A1	Opportunity will be provided during pre-service days for teachers to attend a training on science instruction and leading STEM activities.				\$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	Dr. Chadwick Bacon 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 early release days in the instructional calendar to teach STEM lessons and/or activities.				\$0.00
8	G3.B1.S1.A1	School wide "Thinking Maps " implementation will give teachers resources to assist with writing strategies.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - Sebastian Elementary School	School Improvement Funds		\$5,000.00
9	G5.B1.S1.A1	Teachers require additional training in standards-based instruction and mathematical best practices using GO MATH				\$0.00
Total:						\$5,000.00