

Sealey Elementary School

2815 ALLEN RD, Tallahassee, FL 32312

<https://www.leonschools.net/sealey>

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 PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	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 was approved by the Leon County School Board on 10/19/2017.

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 Sealey Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sealey Elementary Math and Science Magnet School prepares students to be responsible, respectful and independent learners who will grow in his/her intellectual, physical and emotional development in a way that increases academic performance and encourages student and school success.

b. Provide the school's vision statement.

The Sealey Elementary Community is dedicated to the process of engaging successful, safe and respectful academic achievers who appreciate diversity and the foundations of the learning environment in order to foster a spirit that conscientiously contributes to our society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- African-American History
- Hispanic Contributions
- Women's Contribution
- Sacrifices of Veterans

Sealey begins the year getting to know the students and families through our Orientation, Open House, Grade Level Parent Nights, and parent conferences. During the year, teachers continue to build relationships with students and families through share nights, PTO family events, creative arts activities, and continued communication with families through email, class letters, and conferences. In addition, Sealey's ESOL (English for Speakers of Other Languages) committee provides faculty members with support and strategies to use with our growing multicultural community.

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

Expectations for the Sealey school environment are published in the school handbook and the discipline pamphlet and are given to staff members at the beginning of each school year.

At the beginning of the school year, adults across the campus ensure that students are familiar with the school-wide expectations for positive, interpersonal interactions. This helps to build a warm and caring environment and to give students a sense of belonging. Before school, students assemble with other students in their grade level and are supervised by teachers. Fifth graders are on duty as safety patrols throughout the school to help students get to their designated places. After school, the teachers supervise students as they exit the building and as they wait for transport home. Throughout the year, the teachers and guidance counselors also work with students to ensure they understand the definition of bullying and the process of reporting violations of bullying policies to adults. Students also meet with the guidance counselor for classes on grief counseling, divorced parents, anger management, and safe touch.

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.

Sealey is a Positive Behavior School (PBS) with the following school-wide rules:

Be Respectful, Be Responsible, Be Safe, and Be Prepared .

All teachers use the Class Dojo app to encourage positive behavior and to increase communication with parents.

A school-wide recognition system is in place to reward students for positive behavior. This includes a school store and a shopping day each month where students can spend their earned Class Dojo points. The PBS committee meets regularly to review discipline data and to discuss strategies to put in place for students who are receiving referrals.

In addition, differentiated instruction is used in classrooms and during the daily Walk to Read sessions. By doing so, teachers are able to meet the specific needs of the students, thereby increasing student engagement during instruction time.

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.

Sealey's MultiTiered System of Support (MTSS) team meets weekly to review the data of students who were referred to the team by their teachers and to make recommendations as to how to proceed to ensure the students receive necessary support. In addition, the Behavior Team meets regularly and is focused on reviewing behavioral referrals and on making recommendations as to how to proceed to ensure students receive necessary behavioral support. This comprehensive system allows Sealey to provide a differentiated delivery of service based on students' needs.

Our guidance counselor, ESOL committee members, and special education teachers work as liaisons for the special population students here at Sealey. These special populations include ESOL, ESE, and 504 Plan students. This involves communicating with teachers, parents, administration, district personnel, and community personnel as well as coordinating meetings and services for these students.

The guidance counselor also works with teachers and parents to identify students in need of small group or individual counseling on topics such as divorce, friendship, death, and anger management. In addition, she coordinates the mentoring program at Sealey so that students in need of extra support can meet with an adult mentor weekly.

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.

N/A

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	0	3	1	2	1	0	0	0	0	0	0	0	0	7
One or more suspensions	1	5	4	5	5	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	8	16	10	41	30	38	0	0	0	0	0	0	0	143
Level 1 on statewide assessment	8	5	2	11	35	29	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	5	0	20	18	23	0	0	0	0	0	0	0	66

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

Administrators and teachers will notify parents on a regular basis of their child's attendance history. When student's attendance is not improved, parents will be required to meet with our Guidance Counselor for strategies to assist in improving overall attendance. The next step will be for parents to conference with the school's Social Worker.

Students receiving numerous referrals will be brought before the Behavior Intervention Team. These meetings will take place on Thursdays as needed throughout the school year. During these meetings behavior plans will be developed and teachers will be trained.

Students with academic challenges in math and reading will be provided interventions throughout the day. During the school year, after-school tutoring will be offered to students who are working below grade level.

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/437167>.

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.

Sealey's Parent, Teacher Organization (PTO) builds partnerships with local businesses. Our school district hosts a Business Partner Luncheon where businesses are recognized for their efforts and invited to sign an agreement of partnership with schools. During this event, we sign an agreement with several businesses throughout our community. Additionally, we seek business partners via their corporate office webpages. Our business partners support our school by hosting family share nights, where we receive a percentage of all paid receipts. Some provide us with donations for our Family Fun Nights and Carnivals. They also provide certificates for student academic and behavior success.

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
McHargue, Laurie	School Counselor
Clemons, Demetria	Principal
Thorbjornsen , Jeanne	Attendance/Social Work
Kidd, Heather	Other
Morris, Jamie	Teacher, ESE
Parramore, Sophie	Teacher, ESE
Cloud, Clayton	Assistant Principal
Steed, Jamie	Instructional Coach
Gerold, Karin	Other
Lato, Amy	Psychologist

b. Duties

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

Principal and/or Assistant Principal: Ensures that RTI is being implemented and provides professional development to support RTI as well as providing support with outside stakeholders in regards to school-based RTI.

Select General Education Teachers: Provide information regarding student data in core instruction and/or interventions used.

Select ESE Teachers: Provide information regarding student data in specific programs while assisting general education teachers with providing appropriate accommodations.

Reading Coach: Participates in student data collection and evaluation of data in addition to supporting teachers with the delivery of the research-based reading curriculum.

School Psychologist: Participates in administration of testing, collection, interpretation and analysis of data

Guidance Counselor: Organize, prepare and plan for weekly RTI meetings as well as administer base-line assessments.

Social Worker: Assists with social issues that may impact a student's ability to put their best effort forth.

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.

The Sealey Elementary RTI Leadership Team is a problem-solving system that ensures optimal student achievement. The team meets at least once a week. These meetings include reviewing of data, screening of students, progress monitoring and identifying students who are mastering benchmarks as well as those who are not. After the evaluation of all data, the team determines the best course of action. These decisions are student specific.

Title I and Title II funds will be spent on professional development and any necessary resources that would enhance the training.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Demetria Clemons	Principal
Sonjia Daymond	Teacher
Erika Frisby-Moore	Parent
Eric Reed	Business/Community
Antwan Cole	Parent
Shayla Cole	Parent
Miranda Kelly	Teacher
Kathy Pack	Teacher
Celestine Clemons	Teacher
Jamie Steed	Teacher
Ruth Lyle	Teacher
Laura Spiers	Teacher
Sonjia Daymond	Teacher
Lenita Joe	Business/Community
Scott, LaSonya	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

During the initial School Advisory Meeting, the data from the previous year is reviewed and analyzed so that all may have an understanding of our current school grade. If we do not have current data from DOE, we will review what we have from the last reporting year.

b. Development of this school improvement plan

The purpose of our SAC it to review prior performance data, to problem solve in an effort to increase student achievement and finally to determine appropriate goals for each area.

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

We have planned for Sealey's teachers to have at least one planning day per semester. Teachers will be required to observe other teachers for a part of the planning day and plan as a team during the other part.

Sealey plans to use SIP dollars to secure substitutes for these designated planning days.

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

We used \$2500 of the allocated SIP to pay for substitutes for teachers to actively participate in cross grade level planning sessions.

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

No

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

We will continue our recruiting efforts to increase our SAC membership. We will use newsletters and face to face conversations to advertise our efforts of recruitment.

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
Clemons, Demetria	Principal
Lato, Amy	Psychologist
Parramore, Sophie	Teacher, ESE
Steed, Jamie	Instructional Coach
Cloud, Clayton	Assistant Principal

b. Duties

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

This year the LLT will focus on providing teachers with effective teaching strategies/tools to implement small group instruction. The team will closely monitor the lowest 35% of the students making adjustments and/or changes in instruction/curriculum when needed.

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.

Teachers on the same grade level have a daily shared planning time and are encouraged to meet regularly to discuss data and to plan. In addition, the grade levels are given one day during the school year to focus on long and short term planning for the team.

Teachers in grades two through five work together to offer departmentalized instruction. The teachers work together to review data for their shared students and to communicate with parents.

This year, teachers will also belong to a Professional Learning Community (PLC). The PLC will have members from different grade levels and will focus on improvement in Language Arts and Math. The committees will meet once or twice a month, and members will share information with their grade level team members.

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

Teacher Transfer Day, June, 2018, Principal

Regular Meetings for new teachers with administrators and mentors, On-going, Administrators and Teacher Mentors

Communication between principal and other school administrators, On-going, Principal

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

Our beginning teachers have been paired with experienced mentors. The mentors were chosen for their academic expertise, as well as their communication and leadership skills. The mentors have been leaders for their teams and have completed a Clinical Educator course and a Mentor training course. The mentors will hold regular mentor/mentee meetings to focus on the Florida Educator Accomplished Practices, as well as to assist the mentees as needed. In addition to the mentor support, new teachers meet with grade level teams for weekly meetings and for the monthly curriculum chat. The administration will also meet with the new teachers to introduce Marzano's Art and Science of Teaching framework and Leon Leads.

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.

Our school uses curriculum pacing guides and rubrics that are clearly aligned to state and district standards. Within Professional Learning Communities, teachers are given the task of reviewing state standards and item specifications to ensure we are presenting the proper material and administering aligned assessments. Our school leadership team is responsible for making sure programs and material being used are research-based and approved by our district staff.

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.

Sealey uses previous state mandated assessment data, district assessment data, report card grades, AIMSweb data, STAR data, Dreambox, and SuccesMaker data to determine the appropriate instructional level of each student in Reading and Math.

We have a Walk to Read block where every teacher teaches reading to a homogeneous group of students for 45 minutes each day. In addition to receiving core reading instruction, students are receiving differentiated instruction to fill in the gaps.

Our math teachers are responsible for pulling small groups within their math classes to provide students with additional math support to increase math fluency.

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: Extended School Day

Minutes added to school year: 4,500

Students will receive additional instruction in Reading using SuccessMaker and Math using Dreambox.
This additional time will come before and after-school.

Strategy Rationale

Students that receive additional time on SuccessMaker and Dreambox will increase the number of exercises attempted and skills mastered. As this happens, students are provided with more rigorous reading and math tasks.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clemons, Demetria, clemonsd@leonschools.net

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

Administrators and staff run daily/weekly reports to show student progress. Teachers determine if small group instruction is needed once they review program reports.

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.

Sealey has a Kindergarten orientation each spring for our incoming Kindergartners. Parents are invited to Sealey to learn what is expected of their children before entering kindergarten. This important information is provided to parents verbally and in written format.

Additionally, one of the our local child-care centers comes out each spring to take a tour of our building and visits our media center for story time.

Representatives from the local middle schools are invited to visit the fifth grade students in the spring to familiarize the students with middle school expectations. Course choice forms are sent home to the parents and returned to the fifth grade teachers.

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.

N/A

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.

N/A

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.** In fifth grade, 55% of students will score a level 3 or higher on FCAT Science by enhancing students' ability to elaborate on concepts and/or processes.
- G2.** 62% or more of the students in grades 3-5 will score a 3 or higher on the FSA ELA.
- G3.** 60% or more of the students in grades 3-5 will score a 3 or higher on FSA Math

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. In fifth grade, 55% of students will score a level 3 or higher on FCAT Science by enhancing students' ability to elaborate on concepts and/or processes. 1a

G096163

Targets Supported 1b

Indicator	Annual Target
	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of Background Knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fusions Science Curriculum with the on-line resources, science lab with hands-on materials
- Science book sets for every science teacher

Plan to Monitor Progress Toward G1. 8

Science Chapter Assessments and Benchmark Assessments

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Gradebook Reports, Progress Monitoring sheets, Performance Matters reports

G2. 62% or more of the students in grades 3-5 will score a 3 or higher on the FSA ELA. 1a

G096164

Targets Supported 1b

Indicator	Annual Target
	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of decoding and/or critical thinking skills in Reading

Resources Available to Help Reduce or Eliminate the Barriers 2

- SuccessMaker
- Corrective Reading
- Junior Great Books
- Waterford
- Reading Mastery
- Readworks.org lessons
- Early Interventions in Reading
- Wonders

Plan to Monitor Progress Toward G2. 8

The following data will be collected throughout the year: SuccessMaker, Waterford, AIMSWeb, weekly assessments, AR and STAR

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student growth in the various Reading Programs

G3. 60% or more of the students in grades 3-5 will score a 3 or higher on FSA Math 1a

G096165

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of Fundamental Skills
- Lack of Critical Thinking Skills in Math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dreambox
- Go Math Enrichment

Plan to Monitor Progress Toward G3. 8

Dreambox Data, weekly assessments and Gradebook reports will be analyzed to measure progress towards goal.

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Dreambox Data, weekly assessments and Gradebook reports will be used to measure progress towards goal.

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. In fifth grade, 55% of students will score a level 3 or higher on FCAT Science by enhancing students' ability to elaborate on concepts and/or processes. **1**

 G096163

G1.B1 Lack of Background Knowledge **2**

 B258825

G1.B1.S1 Teachers will provide clear learning goals and track student progress in Science. **4**

 S274068

Strategy Rationale

According to research, providing clear learning goals and tracking student progress increase student achievement and should help to increase the number of 5th graders scoring at proficiency or above on the state assessment.

Action Step 1 **5**

Science Teachers will use the science baseline assessments to determine needs and weaknesses to inform lesson planning.

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plan Monitoring, Classroom Observations, Progress Monitoring Data to show student growth

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

Frequent Classroom Observations and Progress Monitoring Meetings

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Increased student achievement on classroom assessments and benchmark assessments

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

Monitor the progress towards science goals by reviewing progress monitoring data

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Increased student progress on science weekly and benchmark assessments

G2. 62% or more of the students in grades 3-5 will score a 3 or higher on the FSA ELA. **1**

 G096164

G2.B1 Lack of decoding and/or critical thinking skills in Reading **2**

 B258826

G2.B1.S1 Teachers will work to increase students' reading fluency opportunities and enhance critical thinking skills. **4**

 S274069

Strategy Rationale

Reading fluency is an indicator of the future ability to comprehend text.

Action Step 1 **5**

All ELA teachers will meet using a PLC model to analyze data to determine common standards/ learning progressions that students struggle across grade levels, and review instructional strategies and materials to assist in student mastery of identified standards

Person Responsible

Jamie Steed

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting Agendas, Meeting Minutes, Classroom Observations, Reading Data (Wonders, AIMSWeb, SuccessMaker, Pinpoint Reports, Waterford)

Action Step 2 **5**

Cross grade-level teams of teachers of Core Reading will meet for 1 day of professional development during which teachers will observe Core Reading lessons throughout the school. Following the observations, the teams will meet to discuss and to develop a school-wide plan indicating best practices observed and areas of improvement needed.

Person Responsible

Demetria Clemons

Schedule

On 5/31/2018

Evidence of Completion

School-wide plan from teams using PLC format

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

Observations of Reading instruction during the Walk to Read block, monitoring of monthly Language Arts meetings, monitoring of all Reading data

Person Responsible

Jamie Steed

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

SuccessMaker, Gradebook reports, AR reports, AIMSWeb reports, Waterford will all be used to ensure students are making Reading gains.

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

All Reading data will be reviewed and analyzed

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student performance on SuccessMaker, weekly assessments, Waterford, AIMSWeb, report card grades and AR.

G3. 60% or more of the students in grades 3-5 will score a 3 or higher on FSA Math 1

G096165

G3.B1 Lack of Fundamental Skills 2

B258827

G3.B1.S1 Classroom Teachers will identify students needing to increase math fluency. Instruction will be delivered in small groups with many practice opportunities to increase math fluency. 4

S274070

Strategy Rationale

To increase students math fluency which will better prepare them to correctly answer challenging math problems.

Action Step 1 5

All Math teachers will meet using a PLC model to analyze data to determine common standards/ learning progressions that students struggle across grade levels, and review instructional strategies and materials to assist in student mastery of identified standards

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Dreambox reports, Weekly Assessments, Leon Leads Reports and Progress Monitoring Notebooks

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

Observations of Math instruction, monitoring of monthly curriculum meetings, monitoring of all Math data and curriculum resources

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring data, Dreambox data and Report Card Grades will be used to determine student success on math fluency.

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

Monthly progress monitoring meetings will be held to review individual student's progress, share effective instructional practices, review effectiveness of curriculum materials

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Dreambox Data, Gradebook Reports and Weekly Assessments

G3.B2 Lack of Critical Thinking Skills in Math 2

 B258828

G3.B2.S1 During monthly curriculum meetings, teachers will review and share strategies used to increase problem solving skills. 4

 S274071

Strategy Rationale

By working together, teachers will improve classroom instruction through differentiated instruction and by increasing the use of problem solving strategies.

Action Step 1 5

Math teachers will meet monthly with the assistant principal to review Dreambox and Go Math data and to discuss instructional strategies

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas, meeting notes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Observations of Math Instruction, Monitoring of Monthly Curriculum Meetings, Monitoring of all Math Data

Person Responsible

Clayton Cloud

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Dreambox data, agendas, meeting notes, observation data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student Math data will be monitored weekly

Person Responsible

Clayton Cloud

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student performance on Dreambox and Go Math assessments

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.B1.S1.MA1  M395126	Monitor the progress towards science goals by reviewing progress monitoring data	Cloud, Clayton	8/15/2016	Increased student progress on science weekly and benchmark assessments	5/30/2017 monthly
G1.B1.S1.MA1  M395127	Frequent Classroom Observations and Progress Monitoring Meetings	Cloud, Clayton	8/15/2016	Increased student achievement on classroom assessments and benchmark assessments	5/30/2017 monthly
G1.MA1  M395128	Science Chapter Assessments and Benchmark Assessments	Cloud, Clayton	8/14/2017	Gradebook Reports, Progress Monitoring sheets, Performance Matters reports	5/31/2018 monthly
G2.MA1  M395131	The following data will be collected throughout the year: SuccessMaker, Waterford, AIMSWeb, weekly...	Clemons, Demetria	8/14/2017	Increased student growth in the various Reading Programs	5/31/2018 monthly
G3.MA1  M395136	Dreambox Data, weekly assessments and Gradebook reports will be analyzed to measure progress...	Cloud, Clayton	8/14/2017	Dreambox Data, weekly assessments and Gradebook reports will be used to measure progress towards goal.	5/31/2018 monthly
G1.B1.S1.A1  A367925	Science Teachers will use the science baseline assessments to determine needs and weaknesses to...	Cloud, Clayton	8/14/2017	Lesson Plan Monitoring, Classroom Observations, Progress Monitoring Data to show student growth	5/31/2018 monthly
G2.B1.S1.MA1  M395129	All Reading data will be reviewed and analyzed	Clemons, Demetria	8/14/2017	Increased student performance on SuccessMaker, weekly assessments, Waterford, AIMSWeb, report card grades and AR.	5/31/2018 monthly
G2.B1.S1.MA1  M395130	Observations of Reading instruction during the Walk to Read block, monitoring of monthly Language...	Steed, Jamie	8/14/2017	SuccessMaker, Gradebook reports, AR reports, AIMSWeb reports, Waterford will all be used to ensure students are making Reading gains.	5/31/2018 monthly
G2.B1.S1.A1  A367926	All ELA teachers will meet using a PLC model to analyze data to determine common standards/...	Steed, Jamie	8/14/2017	Meeting Agendas, Meeting Minutes, Classroom Observations, Reading Data (Wonders, AIMSWeb, SuccessMaker, Pinpoint Reports, Waterford)	5/31/2018 monthly
G2.B1.S1.A2  A367927	Cross grade-level teams of teachers of Core Reading will meet for 1 day of professional...	Clemons, Demetria	8/14/2017	School-wide plan from teams using PLC format	5/31/2018 one-time
G3.B1.S1.MA1  M395132	Monthly progress monitoring meetings will be held to review individual student's progress, share...	Cloud, Clayton	8/14/2017	Dreambox Data, Gradebook Reports and Weekly Assessments	5/31/2018 monthly
G3.B1.S1.MA1  M395133	Observations of Math instruction, monitoring of monthly curriculum meetings, monitoring of all Math...	Clemons, Demetria	8/14/2017	Progress Monitoring data, Dreambox data and Report Card Grades will be used to determine student success on math fluency.	5/31/2018 monthly
G3.B1.S1.A1  A367928	All Math teachers will meet using a PLC model to analyze data to determine common standards/...	Clemons, Demetria	8/14/2017	Dreambox reports, Weekly Assessments, Leon Leads Reports and Progress Monitoring Notebooks	5/31/2018 monthly
G3.B2.S1.MA1  M395134	Student Math data will be monitored weekly	Cloud, Clayton	8/14/2017	Increased student performance on Dreambox and Go Math assessments	5/31/2018 biweekly
G3.B2.S1.MA1  M395135	Observations of Math Instruction, Monitoring of Monthly Curriculum Meetings, Monitoring of all...	Cloud, Clayton	8/14/2017	Dreambox data, agendas, meeting notes, observation data	5/31/2018 monthly
G3.B2.S1.A1  A367929	Math teachers will meet monthly with the assistant principal to review Dreambox and Go Math data...	Cloud, Clayton	8/14/2017	Agendas, meeting notes	5/31/2018 monthly

V. Professional Development Opportunities

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

G2. 62% or more of the students in grades 3-5 will score a 3 or higher on the FSA ELA.

G2.B1 Lack of decoding and/or critical thinking skills in Reading

G2.B1.S1 Teachers will work to increase students' reading fluency opportunities and enhance critical thinking skills.

PD Opportunity 1

All ELA teachers will meet using a PLC model to analyze data to determine common standards/ learning progressions that students struggle across grade levels, and review instructional strategies and materials to assist in student mastery of identified standards

Facilitator

Kason Reed, Jamie Steed, and Alicia Chellman

Participants

All Core Reading Teachers in grades K-5

Schedule

Monthly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Cross grade-level teams of teachers of Core Reading will meet for 1 day of professional development during which teachers will observe Core Reading lessons throughout the school. Following the observations, the teams will meet to discuss and to develop a school-wide plan indicating best practices observed and areas of improvement needed.

Facilitator

Demetria Clemons

Participants

All Core Reading Teachers in grades K-5

Schedule

On 5/31/2018

G3. 60% or more of the students in grades 3-5 will score a 3 or higher on FSA Math

G3.B1 Lack of Fundamental Skills

G3.B1.S1 Classroom Teachers will identify students needing to increase math fluency. Instruction will be delivered in small groups with many practice opportunities to increase math fluency.

PD Opportunity 1

All Math teachers will meet using a PLC model to analyze data to determine common standards/ learning progressions that students struggle across grade levels, and review instructional strategies and materials to assist in student mastery of identified standards

Facilitator

Celestine Clemons, Lasonya Scott

Participants

All Classroom Teachers of Math

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3.B2 Lack of Critical Thinking Skills in Math

G3.B2.S1 During monthly curriculum meetings, teachers will review and share strategies used to increase problem solving skills.

PD Opportunity 1

Math teachers will meet monthly with the assistant principal to review Dreambox and Go Math data and to discuss instructional strategies

Facilitator

Celeste Clemons, LaSonya Scott

Participants

All math teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

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	Science Teachers will use the science baseline assessments to determine needs and weaknesses to inform lesson planning.				\$0.00
2	G2.B1.S1.A1	All ELA teachers will meet using a PLC model to analyze data to determine common standards/ learning progressions that students struggle across grade levels, and review instructional strategies and materials to assist in student mastery of identified standards				\$0.00
3	G2.B1.S1.A2	Cross grade-level teams of teachers of Core Reading will meet for 1 day of professional development during which teachers will observe Core Reading lessons throughout the school. Following the observations, the teams will meet to discuss and to develop a school-wide plan indicating best practices observed and areas of improvement needed.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0431 - Sealey Elementary School	Title II		\$2,500.00
			<i>Notes: We will use Title II dollars to pay for subs.</i>			
4	G3.B1.S1.A1	All Math teachers will meet using a PLC model to analyze data to determine common standards/ learning progressions that students struggle across grade levels, and review instructional strategies and materials to assist in student mastery of identified standards				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0431 - Sealey Elementary School			\$0.00
			<i>Notes: Notes</i>			
5	G3.B2.S1.A1	Math teachers will meet monthly with the assistant principal to review Dreambox and Go Math data and to discuss instructional strategies				\$0.00
					Total:	\$2,500.00