

Sebastian Elementary School

400 SEBASTIAN BLVD, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	67%
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	2017-18	2016-17	2015-16	2014-15
Grade	B	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.

2018-19 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.

Sebastian Elementary utilizes the Sanford Harmony Program . This Program is a social-emotional teaching program that cultivates strong classroom relationships between all students and teachers.

The goal of Harmony is to incorporate specialized teaching strategies into classroom activities—from preschool through sixth grade—in an effort to reduce bullying, and help develop the youth of today into tolerant, compassionate, and caring adults for the future.

Harmony is incorporated into lesson plans in as little as five minutes a day, and is aligned with Florida Standards, and District Learning Initiatives.

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 implemented during 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.

Sebastian Elementary utilizes numerous Early Warning Indicators to identify students who may benefit from counseling supports and related services. In doing so we ensure the social-emotional needs of all students are met in a proactive approach by developing and monitoring tiered

interventions. In addition to these tiered interventions, guidance is provided for parents, teachers, and school staff for the implementation of the behavioral plans to best fit the need of the student. Using the most recent methods and systems we can motivate, gain commitment, and facilitate task accomplishment of the student. When necessary, we make referrals to appropriate school-based and community-based mental health providers and supports. This interaction with outside agencies in the community is a way to enhance the support system for the student. Giving the student a safe environment that is productive to enhancing and developing their social-emotional needs is most critical, and these strategies help to make the student successful.

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	0	0	0	6	6	6	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	5	6	11	0	0	0	0	0	0	0	22

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	10	20	24	36	0	0	0	0	0	0	0	95

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

We ensure the academic needs of all students are met in a proactive approach by developing and monitoring tiered interventions in association with early warning indicators. In addition to these tiered interventions, guidance is provided for parents, teachers, and school staff for the implementation of the academic support plans to best fit the need of the student. Giving the student a safe environment that is productive to enhancing and developing their academic success is critical to student success.

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 available at the school site.

2. Description

Parent Involvement Center

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

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 construct a Butterfly Garden in the courtyard between our primary wings.

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.

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
Honey, Cindy	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
Donna Ross	Parent
Michelle Dunderdale	Teacher
Christina Stinson	Parent
Audrey Stutzman	Parent

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 are responsible for working on School Mission and Vision Statements in the School Improvement Plan. SAC parents are also asked to review Parent Survey results in order to write parental goals for the School Improvement Plan.

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
Honey, Cindy	Instructional Coach

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.

Collaborative planning at Sebastian Elementary takes place consistently in 2 separate forums.

The first of which is done on a subject basis and adheres to a fixed schedule. These collaborative planning meetings are led by administration as well as the subject area coaches. The meetings are designed to share student artifacts, share common misconceptions in association with upcoming standards, and to ultimately have the other grade levels to see and hear what is going on in the grade above and below theirs.

Monday -Math K-1 Wednesday - ELA 2-5 Thursday - Math 2-5

The second forum for collaborative planning is done at the individual grade levels with more of a traditional approach. The grade levels meet as a whole team and works to analyze student data, talk about upcoming assessments, discuss curriculum and instructional strategies, Interventions, and upcoming calendar events.

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. Mrs. Trio Bridgett Gallo
 2. Mrs. Murto Angela McCuan

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 Unit Tests in grades K-5 breaking apart the benchmarks and creating small group lessons for enrichment or remediation.

Teachers incorporate a variety of stations in order to meet regularly with small groups of students for re-teaching purposes. With the support of CPALMS, supplemental materials, and computer assisted instruction (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.** If we create a strong Literacy Foundation for all students grades K-5 at Sebastian Elementary then this will decrease the ELA gaps that exist between student groups.

- G2.** If we create a school-wide culture that values student attendance then we will maintain a 95% or greater student attendance rate.

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. If we create a strong Literacy Foundation for all students grades K-5 at Sebastian Elementary then this will decrease the ELA gaps that exist between student groups. 1a

G100482

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA ELA Achievement - Black/African American	80.0

Targeted Barriers to Achieving the Goal 3

- Poorly implemented ELA instructional strategies in primary grades.
- Higher order questioning techniques are not in place in all grades.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partnership with the Urban Learning & Leadership Center.

Plan to Monitor Progress Toward G1. 8

Fall , Winter and Spring Fountas & Pinnell data will be collected to illustrate current reading levels for all students in Grades K,1 and 2.

Person Responsible

Cindy Honey

Schedule

Weekly, from 8/30/2018 to 3/29/2019

Evidence of Completion

By the Spring Administration of F & P Assessment all students will have progressed one year's growth. Additionally , students who began the year behind appropriate grade level will have progressed one year and at least one additional level.

Plan to Monitor Progress Toward G1. 8

Unit test , I ready Diagnostic and Classroom Assessments will be collected to monitor progression of Reading levels of students in grades 3-5 .

Person Responsible

Cheryl Hoyt

Schedule

Monthly, from 9/3/2018 to 5/1/2019

Evidence of Completion

By the Spring Administration of the I-ready ELA Diagnostic Test all students should have progressed with one year's targeted growth.

G2. If we create a school-wide culture that values student attendance then we will maintain a 95% or greater student attendance rate. 1a

G100483

Targets Supported 1b

Indicator	Annual Target
Truancy Rate	95.0

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 G2. 8

Attendance reports

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/24/2018 to 5/27/2019

Evidence of Completion

Attendance reports will be reviewed at meetings and action plans will be discussed to address those students that are having issues with truancy.

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. If we create a strong Literacy Foundation for all students grades K-5 at Sebastian Elementary then this will decrease the ELA gaps that exist between student groups. 1

G100482

G1.B1 Poorly implemented ELA instructional strategies in primary grades. 2

B270902

G1.B1.S1 ULLC Coach will work alongside our K-2 Literacy Coach to devise a plan that focuses on Tier One Instruction including decoding , high frequency words and comprehension. 4

S286828

Strategy Rationale

Building these Foundational skills plays an integral role in closing the current ELA gaps that exist between students groups in grades 3 4 and 5.

Action Step 1 5

Data Planning Meeting with ULLC Representative and SES Leadership Team to construct a Statement of Need and Partnership Goal .

Person Responsible

Letitia Whitfield

Schedule

On 8/7/2018

Evidence of Completion

Action Plan and Timeline of Partnership Agreement.

Action Step 2 5

Dr. Kubic (ULLC) and the K-2 Literacy Coach will lead Professional Development with Grades K 1 and 2 using "Good to Great" Strategies that include (DOK, Setting Student Goals and "I can" statements, Guided Reading Groups and Literacy Centers .)

Person Responsible

Cindy Honey

Schedule

Monthly, from 8/30/2018 to 3/26/2019

Evidence of Completion

K 1 and 2 students' level of success on Fountas & Pinnell (F& P) Assessment Kits.

Action Step 3 5

ULLC Coach (Dr. Kubic) and K-2 Literacy Coach will conduct classroom Visits to Capture Data on (DOK, Setting Student Goals, and "I can" statements , Guided Reading Groups and Literacy Centers.

Person Responsible

Cindy Honey

Schedule

Monthly, from 8/30/2018 to 3/26/2019

Evidence of Completion

Classroom Walk-through Data

Action Step 4 5

All K-2 Teachers along with Dr. Kubic and Our K-2 Literacy Coach will conduct Progress Monitoring, Data Collection and Data Review using Fountas and Pinnell Kits

Person Responsible

Cindy Honey

Schedule

Monthly, from 8/30/2018 to 3/26/2019

Evidence of Completion

F & P Assessment Results in Grades K-2.

Action Step 5 5

ULLC Coach (Dr. Kubic) will conduct Monthly Leadership Meetings with Principal and or Leadership Team to Review Data and Plan Next steps.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 8/30/2018 to 3/26/2019

Evidence of Completion

Minutes of meetings and completed Action Plan notes.

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

Monitoring of Action Plan District Support from Dr. Deb Long (Director of Equity)

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 8/30/2018 to 3/26/2019

Evidence of Completion

Planning minutes and review of action plan with Principal

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

Monthly Leadership meetings with Dr. Kubic (ULLC) Coach.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 8/30/2018 to 3/26/2019

Evidence of Completion

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

Classroom walks and Curriculum and data meeting are conducted weekly by Administration.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/13/2018 to 5/27/2019

Evidence of Completion

Evidence collected will be data from walks and curriculum planning sheets that are given to Administration each week for review.

G1.B2 Higher order questioning techniques are not in place in all grades. 2

 B270903

G1.B2.S1 3-5 Literacy Coach will work with Teachers in grades 3-5 on planning and using Higher Order Questioning Techniques. 4

 S286829

Strategy Rationale

If teachers are provided with resources to improve their questioning techniques then they will plan and use those techniques in their ELA instruction resulting in better Tier Instruction for all students.

Action Step 1 5

Literacy Coach and Leadership Team will meet to discuss current Reading FSA Data and Trends to determine areas of need.

Person Responsible

Letitia Whitfield

Schedule

On 8/17/2018

Evidence of Completion

Agenda and Minutes form Data meeting

Action Step 2 5

Literacy Coach and Administration will meet weekly with ELA teachers to plan for lessons , review data, plan questioning , review standards and work across grade levels on the complexity of the ELA Standards.

Person Responsible

Letitia Whitfield

Schedule

Weekly, from 8/16/2018 to 4/29/2019

Evidence of Completion

Minutes from weekly meetings and class walk-through data will be reviewed weekly by administration.

Action Step 3 5

The 3-5 Literacy Coach will conduct a PLC (Quality Questioning) with ELA teachers grades 2-5 .

Person Responsible

Cheryl Hoyt

Schedule

Monthly, from 9/17/2018 to 5/1/2019

Evidence of Completion

Minutes and teacher notes from PLC meetings and Classroom walk-through data will be used to assess the effectiveness of this PLC.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will do weekly walk-throughs and data meetings to monitor the implementation of Strategies discussed in the PLC.

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 8/17/2018 to 4/29/2019

Evidence of Completion

Walk-through Data , Unit test and I-ready results.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data results from Unit test and I ready Diagnostic Test will be used to monitor for the effectiveness of the questioning strategies that the teachers are planning and using in their lessons.

Person Responsible

Cheryl Hoyt

Schedule

Monthly, from 9/17/2018 to 5/27/2019

Evidence of Completion

By the Spring Administration of the I ready ELA Diagnostic Test all students should have meet their targeted growth points.

G2. If we create a school-wide culture that values student attendance then we will maintain a 95% or greater student attendance rate. 1

G100483

G2.B1 Parents who are not bringing their child to school or allowing them to stay home. 2

B270904

G2.B1.S1 Behavior Specialist will work with families to provide family workshops on the importance of attendance. 4

S286830

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 9/24/2018 to 5/27/2019

Evidence of Completion

Attendance Officer will pull attendance reports on chronic absences sign in sheets will be collected at the family workshops to document the attendance of the parents of the students of concern.

Action Step 2 5

School wide award recognition charm necklaces for perfect attendance

Person Responsible

Letitia Whitfield

Schedule

Quarterly, from 9/24/2018 to 5/27/2019

Evidence of Completion

Pull an attendance report and cross compare to sign out sheet to see the students who were at school everyday all day

Action Step 3 5

School wide dance party for perfect attendance

Person Responsible

Chadwick Bacon

Schedule

Quarterly, from 9/24/2018 to 5/27/2019

Evidence of Completion

Pull an attendance report and cross compare to sign out sheet to see the students who were at school everyday all day

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

Monthly Attendance calls/emails with Attendance Officer

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/24/2018 to 5/27/2019

Evidence of Completion

Attendance reports

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

Monthly conferences between Principal and Attendance Officer

Person Responsible

Letitia Whitfield

Schedule

Monthly, from 9/24/2018 to 5/27/2019

Evidence of Completion

Monthly attendance graphs

V. Professional Development Opportunities

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

G1. If we create a strong Literacy Foundation for all students grades K-5 at Sebastian Elementary then this will decrease the ELA gaps that exist between student groups.

G1.B1 Poorly implemented ELA instructional strategies in primary grades.

G1.B1.S1 ULLC Coach will work alongside our K-2 Literacy Coach to devise a plan that focuses on Tier One Instruction including decoding , high frequency words and comprehension.

PD Opportunity 1

Data Planning Meeting with ULLC Representative and SES Leadership Team to construct a Statement of Need and Partnership Goal .

Facilitator

Dr. Kubic and Admin Team

Participants

Teachers Grades K 1, and 2.

Schedule

On 8/7/2018

PD Opportunity 2

Dr. Kubic (ULLC) and the K-2 Literacy Coach will lead Professional Development with Grades K 1 and 2 using "Good to Great" Strategies that include (DOK, Setting Student Goals and "I can" statements, Guided Reading Groups and Literacy Centers .)

Facilitator

Dr. Kubic

Participants

Teachers Grades K 1, and 2.

Schedule

Monthly, from 8/30/2018 to 3/26/2019

G1.B2 Higher order questioning techniques are not in place in all grades.

G1.B2.S1 3-5 Literacy Coach will work with Teachers in grades 3-5 on planning and using Higher Order Questioning Techniques.

PD Opportunity 1

The 3-5 Literacy Coach will conduct a PLC (Quality Questioning) with ELA teachers grades 2-5 .

Facilitator

Cheryl Hoyt

Participants

ELA teachers Grades 2-5

Schedule

Monthly, from 9/17/2018 to 5/1/2019

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	Data Planning Meeting with ULLC Representative and SES Leadership Team to construct a Statement of Need and Partnership Goal .				\$0.00
2	G1.B1.S1.A2	Dr. Kubic (ULLC) and the K-2 Literacy Coach will lead Professional Development with Grades K 1 and 2 using "Good to Great" Strategies that include (DOK, Setting Student Goals and "I can" statements, Guided Reading Groups and Literacy Centers .)				\$0.00
3	G1.B1.S1.A3	ULLC Coach (Dr. Kubic) and K-2 Literacy Coach will conduct classroom Visits to Capture Data on (DOK, Setting Student Goals, and "I can" statements , Guided Reading Groups and Literacy Centers.				\$0.00
4	G1.B1.S1.A4	All K-2 Teachers along with Dr. Kubic and Our K-2 Literacy Coach will conduct Progress Monitoring, Data Collection and Data Review using Fountas and Pinnell Kits				\$2,779.50
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	590-Other Materials and Supplies	0191 - Sebastian Elementary School	Title, I Part A		\$2,779.50
5	G1.B1.S1.A5	ULLC Coach (Dr. Kubic) will conduct Monthly Leadership Meetings with Principal and or Leadership Team to Review Data and Plan Next steps.				\$0.00
6	G1.B2.S1.A1	Literacy Coach and Leadership Team will meet to discuss current Reading FSA Data and Trends to determine areas of need.				\$0.00
7	G1.B2.S1.A2	Literacy Coach and Administration will meet weekly with ELA teachers to plan for lessons , review data, plan questioning , review standards and work across grade levels on the complexity of the ELA Standards.				\$0.00
8	G1.B2.S1.A3	The 3-5 Literacy Coach will conduct a PLC (Quality Questioning) with ELA teachers grades 2-5 .				\$175.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	590-Other Materials and Supplies	0191 - Sebastian Elementary School	School Improvement Funds		\$175.00
9	G2.B1.S1.A1	Workshops for families				\$0.00
10	G2.B1.S1.A2	School wide award recognition charm necklaces for perfect attendance				\$0.00
11	G2.B1.S1.A3	School wide dance party for perfect attendance				\$0.00
Total:						\$2,954.50

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B1.S1.A1 A388310	Data Planning Meeting with ULLC Representative and SES Leadership Team to construct a Statement of...	Whitfield, Letitia	8/7/2018	Action Plan and Timeline of Partnership Agreement.	8/7/2018 one-time
G1.B2.S1.A1 A388315	Literacy Coach and Leadership Team will meet to discuss current Reading FSA Data and Trends to...	Whitfield, Letitia	8/17/2018	Agenda and Minutes form Data meeting	8/17/2018 one-time
G1.B1.S1.MA1 M424319	Monitoring of Action Plan District Support from Dr. Deb Long (Director of Equity)	Whitfield, Letitia	8/30/2018	Planning minutes and review of action plan with Principal	3/26/2019 monthly
G1.B1.S1.MA3 M424320	Monthly Leadership meetings with Dr. Kubic (ULLC) Coach.	Whitfield, Letitia	8/30/2018		3/26/2019 monthly
G1.B1.S1.A2 A388311	Dr. Kubic (ULLC) and the K-2 Literacy Coach will lead Professional Development with Grades K 1 and...	Honey, Cindy	8/30/2018	K 1 and 2 students' level of success on Fountas & Pinnell (F&P) Assessment Kits.	3/26/2019 monthly
G1.B1.S1.A3 A388312	ULLC Coach (Dr. Kubic) and K-2 Literacy Coach will conduct classroom Visits to Capture Data on (...)	Honey, Cindy	8/30/2018	Classroom Walk-through Data	3/26/2019 monthly
G1.B1.S1.A4 A388313	All K-2 Teachers along with Dr. Kubic and Our K-2 Literacy Coach will conduct Progress Monitoring,...	Honey, Cindy	8/30/2018	F & P Assessment Results in Grades K-2.	3/26/2019 monthly
G1.B1.S1.A5 A388314	ULLC Coach (Dr. Kubic) will conduct Monthly Leadership Meetings with Principal and or Leadership...	Whitfield, Letitia	8/30/2018	Minutes of meetings and completed Action Plan notes.	3/26/2019 monthly
G1.MA1 M424323	Fall , Winter and Spring Fountas & Pinnell data will be collected to illustrate current reading...	Honey, Cindy	8/30/2018	By the Spring Administration of F & P Assessment all students will have progressed one year's growth. Additionally , students who began the year behind appropriate grade level will have progressed one year and at least one additional level.	3/29/2019 weekly
G1.B2.S1.MA1 M424322	Administration will do weekly walk-throughs and data meetings to monitor the implementation of...	Whitfield, Letitia	8/17/2018	Walk-through Data , Unit test and I-ready results.	4/29/2019 monthly
G1.B2.S1.A2 A388316	Literacy Coach and Administration will meet weekly with ELA teachers to plan for lessons , review...	Whitfield, Letitia	8/16/2018	Minutes from weekly meetings and class walk-through data will be reviewed weekly by administration.	4/29/2019 weekly
G1.MA2 M424324	Unit test , I ready Diagnostic and Classroom Assessments will be collected to monitor progression...	Hoyt, Cheryl	9/3/2018	By the Spring Administration of the I-ready ELA Diagnostic Test all students should have progressed with one year's targeted growth.	5/1/2019 monthly
G1.B2.S1.A3 A388317	The 3-5 Literacy Coach will conduct a PLC (Quality Questioning) with ELA teachers grades 2-5 .	Hoyt, Cheryl	9/17/2018	Minutes and teacher notes from PLC meetings and Classroom walk-through data will be used to access the effectiveness of this PLC.	5/1/2019 monthly
G2.MA1 M424327	Attendance reports	Whitfield, Letitia	9/24/2018	Attendance reports will be reviewed at meetings and action plans will be discussed to address those students that are having issues with truancy.	5/27/2019 monthly
G1.B1.S1.MA1 M424318	Classroom walks and Curriculum and data meeting are conducted weekly by Administration.	Whitfield, Letitia	8/13/2018	Evidence collected will be data from walks and curriculum planning sheets that are given to Administration each week for review.	5/27/2019 weekly
G1.B2.S1.MA1 M424321	Data results from Unit test and I ready Diagnostic Test will be used to monitor for the...	Hoyt, Cheryl	9/17/2018	By the Spring Administration of the I ready ELA Diagnostic Test all students should have meet their targeted growth points.	5/27/2019 monthly

Indian River - 0191 - Sebastian Elementary School - 2018-19 SIP
Sebastian Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M424325	Monthly conferences between Principal and Attendance Officer	Whitfield, Letitia	9/24/2018	Monthly attendance graphs	5/27/2019 monthly
G2.B1.S1.MA1  M424326	Monthly Attendance calls/emails with Attendance Officer	Whitfield, Letitia	9/24/2018	Attendance reports	5/27/2019 monthly
G2.B1.S1.A1  A388318	Workshops for families	Hoyt, Cheryl	9/24/2018	Attendance Officer will pull attendance reports on chronic absences sign in sheets will be collected at the family workshops to document the attendance of the parents of the students of concern.	5/27/2019 every-6-weeks
G2.B1.S1.A2  A388319	School wide award recognition charm necklaces for perfect attendance	Whitfield, Letitia	9/24/2018	Pull an attendance report and cross compare to sign out sheet to see the students who were at school everyday all day	5/27/2019 quarterly
G2.B1.S1.A3  A388320	School wide dance party for perfect attendance	Bacon, Chadwick	9/24/2018	Pull an attendance report and cross compare to sign out sheet to see the students who were at school everyday all day	5/27/2019 quarterly