Sheehy Elementary School

2020-21 Schoolwide Improvement Plan

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Sheehy Elementary School

6402 N 40TH ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Delia Gadson Yarbrough

Start Date for this Principal: 6/18/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: D (38%) 2016-17: D (32%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Sheehy Elementary School

6402 N 40TH ST, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sheehy will equip students with knowledge and skills needed to succeed in our ever-changing world.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Sheehy will empower students to be great.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Gadson Yarbrough, Delia	Principal	Monitor progress and fidelity of implementation of the SIP as well as schedule PD as related to SIP goals. Meet with resource team to monitor student progress in ELA, Match and Science.
Collura, Jessica	SAC Member	SAC Chair and Reading Resource Teacher
Crowell, Sharita	Teacher, ESE	SAC Co-Chair and ESE Teacher

Demographic Information

Principal start date
Thursday 6/18/2020, Delia Gadson Yarbrough

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
19

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: D (38%) 2016-17: D (32%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	63	42	54	60	64	0	0	0	0	0	0	0	320
Attendance below 90 percent	9	24	10	14	17	10	0	0	0	0	0	0	0	84
One or more suspensions	0	3	0	4	3	3	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	19	0	0	0	0	0	0	0	31

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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	
Number of students enrolled	53	44	46	63	60	55	0	0	0	0	0	0	0	321
Attendance below 90 percent	14	6	6	10	6	5	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	42	37	0	0	0	0	0	0	0	101

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	1	11	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	44	46	63	60	55	0	0	0	0	0	0	0	321
Attendance below 90 percent	14	6	6	10	6	5	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	42	37	0	0	0	0	0	0	0	101

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	1	11	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	52%	57%	29%	52%	55%
ELA Learning Gains	58%	55%	58%	44%	55%	57%
ELA Lowest 25th Percentile	67%	50%	53%	48%	51%	52%
Math Achievement	39%	54%	63%	18%	53%	61%
Math Learning Gains	63%	57%	62%	33%	54%	61%
Math Lowest 25th Percentile	54%	46%	51%	37%	46%	51%
Science Achievement	38%	50%	53%	15%	48%	51%

Indicator	K	1	2	3	4	5	Total

EWS Indicators as Input Earlier in the Survey

	Grade Level (prior year reported)						Total
Indicator	**K**	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	22%	52%	-30%	58%	-36%	
	2018	26%	53%	-27%	57%	-31%	
Same Grade Comparison	-4%						
Cohort Comparison							
04	2019	34%	55%	-21%	58%	-24%	
	2018	33%	55%	-22%	56%	-23%	
Same Grade Comparison	1%						
Cohort Comparison	8%						
05	2019	35%	54%	-19%	56%	-21%	
	2018	26%	51%	-25%	55%	-29%	
Same Grade Comparison	9%						
Cohort Comparison	2%						

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	35%	54%	-19%	62%	-27%	
	2018	30%	55%	-25%	62%	-32%	
Same Grade Comparison	5%						
Cohort Comparison							
04	2019	39%	57%	-18%	64%	-25%	
	2018	22%	57%	-35%	62%	-40%	
Same Grade Comparison	17%						
Cohort Comparison	9%						
05	2019	37%	54%	-17%	60%	-23%	
	2018	25%	54%	-29%	61%	-36%	
Same Grade Comparison	12%						
Cohort Comparison	15%						

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	35%	51%	-16%	53%	-18%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	23%	52%	-29%	55%	-32%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	4	42		17	83						
ELL	36	83		38	55						
BLK	29	53	59	37	59	50	35				
HSP	42	91		45	70						
FRL	31	59	67	38	62	54	34				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	41	42	5	12	20					
ELL	32	67		21	33						
BLK	24	42	52	25	39	44	18				
HSP	42	67		26	50						
FRL	28	47	59	27	39	45	23				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		12		5	29						
ELL	32	15		26	54						
BLK	27	47	54	17	31	37	15				
HSP	25			25							
FRL	28	44	52	19	35	34	16				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	81

ESSA Federal Index	
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA is the data component that shows the lowest performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Proficiency in ELA
2. Proficiency in Math
3. Proficiency in Science
4. Attendance
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	According to our 2019-2020 Winter iReady data, 72 percent of students in grades 3-5 scored below proficiency in the area of reading and 50 percent scored below proficiency in math. Differentiated small group instruction allows students the chance to be engaged in meaningful learning tasks with teacher support. Small group support gives students the chance to work on needed skills to help close the learning gaps and reach proficiency. Small group instruction will support our ESSA subgroups by providing them with specific skills and strategies that will improve their learning.
Measurable Outcome:	40% of our students in Grades 3-5 will reach proficiency on the Reading Formative Assessment. 45% of our students in Grades 3-5 will reach proficiency on the Math Formative Assessment.
Person responsible for monitoring outcome:	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)
Evidence-based Strategy:	We will participate in weekly planning sessions focused on small group instruction with instructional coaches.
Rationale for Evidence-based Strategy:	We need to allow time for small group instruction planning to take place during planning PLCs. Coaches offer support to better assist teachers with knowledge of teaching strategies and best practices in small group implementation. This will also allow conversations focused on differentiation to ensure the needs of all students are met.

Action Steps to Implement

Provide teachers additional PD on "The Next Steps Forward in Guided Reading" to support with structures and skills based instruction

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Provide teachers additional PD on how to utilize available resources to support students performing below grade level in math.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Engage in monthly learning walks to check for effective implementation of small group instruction.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Instructional coaches will provide differentiated coaching cycles to every teacher within the first two months of school focused on small group instruction.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Use data analysis to form differentiated small groups.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Mindset and Moves Book Study to involve 40 teachers during the 2020-2021 school year and to be continued during 3 following Tuesday Faculty Meetings. Book Study will be facilitated by ELA Resource

Teacher and Reading Coach. During walk throughs by coaches and admin, follow up will occur based on implementation and follow through. (40 books*$30.29 = $)

Person Responsible   Jessica Collura (jessica.collura@sdhc.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Students must be engaged in standards-aligned tasks while working independently while small group instruction is taking place to help students reach proficiency goals. This area of focus was identified during instructional walkthroughs during the 2019-2020 school year. Our ESSA subgroups need exposure to grade level standards and activities in order to build skills which will improve overall student performance.
Measurable Outcome:	40% of our students in Grades 3-5 will reach proficiency on the Reading Formative Assessment. 45% of our students in Grades 3-5 will reach proficiency on the Math Formative Assessment.
Person responsible for monitoring outcome:	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)
Evidence-based Strategy:	Common planning to ensure learning tasks are aligned to the standard.
Rationale for Evidence-based Strategy:	Student work must be aligned to the standard to ensure students are working independently on rigorous tasks. Resources used during common planning sessions will include: Common Core Companion, FSA Item Specs, Envision Math, Reading Strategies book, iReady Teacher Toolkit Lessons, FSA style question stems, Achievement Level Descriptors, etc.

Action Steps to Implement

Provide teachers PD on expectations on classroom structures.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Coaches will support grade level teams on expectations for grade appropriate classroom structures.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Coaches will coach teachers on the implementation of appropriate classroom structures.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Identify teachers who are strong in their structure implementation who could serve as a model classroom for other teachers.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

Provide the opportunity for weekly common planning sessions to plan for rigorous instruction.

Person Responsible	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)

All K-5 grade ELA Teachers (19), ELA Resource Team (5) , ESE Teachers (5) and Admin (2) Student Support Services (5) Specials (4) will receive the book "This is Balanced Literacy" The Book Study will take place during Tuesday Faculty Meetings for 30 minute sessions. The Book Study will be led by Reading Coach and Reading Resource Teacher. (35 books @$29.06*35 = 1,017.10)

Person Responsible	Jessica Collura (jessica.collura@sdhc.k12.fl.us)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	We want to improve our attendance rates. Student attendance and tardies impact learning because if students are not in their classrooms for instruction, they are missing important learning to help with their success. The average attendance rate at Sheehy Elementary for the 2019-2020 school year was 92.9%.
Measurable Outcome:	We want to have an average of 96% attendance weekly.
Person responsible for monitoring outcome:	Delia Gadson Yarbrough (delia.gadson-yarbrough@hcps.net)
Evidence-based Strategy:	PBIS implementation to reward students who are present and on time. Utilize a parent liaison to bridge the home school connection.
Rationale for Evidence-based Strategy:	Students will be made aware of their attendance progress throughout the week.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

During the 2019-2020 School Year a team was trained in Foundations. This Team called Sheehy's PRIDE Team was responsible for training teachers and staff members on school-wide expectations for common areas in the school. The first area of focus was the Cafeteria. Each PRIDE team member is responsible for communicating updates and listening to concerns from an identified stakeholder group from the school. The team meets every two weeks to address areas of need and review data. In addition to looking at common areas, the team works with teachers with our Positive Behavior Structures and incentives. The team also assists teachers with the use of KICK BOARD, an electronic banking system that teachers use to monitor interactions with students. We provide ongoing training and supports to the the staff always striving toward a 3:1 positivity ratio with our students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$271,622.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0051 - Sheehy Elementary School	Title, I Part A	1.0	$95,000.00
			Notes: The RtI Resource Teacher will be responsible for gathering and analyzing Behavior, Attendance, and MTSS Data Weekly and reporting it to Leadership Resource Team. She will work with small groups of targeted students daily in grade 3 (6 students) Grade 4 (6 students) grade 5 (8 students) . She will implement schoolwide behavior expectations and PBIS/Foundations initiatives. She will conduct a fidelity walkthrough of Tier 1 expectations of Look-Fors from Classroom Behavior Management Plans quarterly.She will facilitate PD Quarterly on Positive Behavior Supports and Attendance Intervention Strategies. She will attend Behavior Intervention Meetings to support teachers bi-weekly (Wednesdays) and provide modeling and support for teachers to implement behavior interventions weekly. She will work with the School Psychologist bi-weekly to monitor behaviore data and check in daily with Tier 3 Behavior Students (7). She will meet with PSLT during weekly MTSS grade level meetings every Thursday.			
			0051 - Sheehy Elementary School	Title, I Part A	1.0	$25,000.00
			Notes: The Title One Para will assist with providing all classes in K-2 (95 Students) with a 60 minute technology lab time (30 MINUTES) to complete iReady Reading and Math Lessons. Each class will have a designated time once a week for 60 minutes. In addition to assisting students in the lab, the para will also be scheduled to work in each Grade 1 and Grade 2 classroom for instructional support of students identified by the teacher to need assistance with foundational skills. Push-In support will take place in 30 minute sessions daily.			
			0051 - Sheehy Elementary School	Title, I Part A		$741.00
			Notes: Purchase of 100 new headphones (to be used in the computer labs for independent student work) to be use during computer based instruction during center rotation and during MTSS intervention blocks to meet the needs of individual learners and provide rigorous instruction.(100 * 7.41 = $741.00)			
			0051 - Sheehy Elementary School	Title, I Part A	1.0	$25,000.00
			Notes: The Title One Para will assist with providing all classes in 3 - 5 with a 60 minute technology lab time to complete iReady Reading and Math Lessons (178 students) . Each class will have a designated time once a week for 60 minutes. In addition to assisting students in the lab, the para will also be scheduled to work with a small group of students in need of reading remediation 4 days a week. Tier 2 and Tier 3 Students will be targeted for this additional support.			

			Budget Focus	Funding Source	FTE	2020-21
			0051 - Sheehy Elementary School	Title, I Part A		$21,030.00
			*Notes: Students in grades 3-5 will utilize laptops to engage in online computer based instruction during center rotations as an additional intervention for ELA and Math.(30 *$626.00 = 18780.00 = 75.00 * 30 for imaging = 2,250) = $21,030,00*			
			0051 - Sheehy Elementary School	Title, I Part A		$1,211.60
			Notes: Mindset and Moves Book Study to involve 40 teachers during preplanning and to be continued during 3 following Tuesday Faculty Meetings. Book Study will be facilitated by ELA Resource Teacher and Reading Coach. During walk throughs by coaches and admin, follow up will occur based on implementation and follow through. (40 books$30.29 = $)*			
			0051 - Sheehy Elementary School	Title, I Part A		$8,640.00
			*Notes: Math and Reading Tutorials will be held after school on Wednesdays for 2 hours for 20 weeks. Grade 3 - 20 students, Grade 4 - 30 students, Grade 5 - 20 students. (8 Teachers * 40 hours * $27.00 = $8640.00)*			
			0051 - Sheehy Elementary School	Title, I Part A	1.0	$95,000.00
			Notes: Reading Resource will be responsible for working with intervention groups in grades 3 - 5 daily . Students will be identified based on BQ status (Grade 3: 10 students, Grade 4: 10 students, grade 5 8 students). Reading Resource Teacher will assist with the facilitation of ELA PD, serve as the Writing contact for the school, hold writing conferences in grades 4 and 5 weekly. Reading Resource Teacher will plan weekly with grades 2 and 5 teachers for high quality whole group and small group instruction.			
			0051 - Sheehy Elementary School			$0.00
2	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$317,040.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0051 - Sheehy Elementary School	Title, I Part A		$3,960.00
			*Notes: Quarterly Planning Sessions for curriculum mapping in (Grades 3 - 5). These sessions will be led by the content area coach(R/M/S) to map out what standards will be taught based on data and needs. Substitues will be needed to provide coverage for teachers during the school day. Grade 3: 4 Teachers for 1 day per quarter. Grade 4: 3 Teachers for 1 Day per uarter. Grade 5: 3 Teachers for 1 Day per Quarter. (3 subs*3days * 4 quarters = 36 Subs * $110.00 = $3960.00)*			
			0051 - Sheehy Elementary School	Title, I Part A		$7,560.00
			*Notes: Purchase of 20 new projectors (SEE QUOTE) to replace outdated and non functioning projectors in K-5 classrooms to display work on the board for modeling of instruction and increase the level of student rigor in the classroom. (20 * $378.00) = $7,560.00)*			
			0051 - Sheehy Elementary School	Title, I Part A		$95,000.00
			Notes: Reading Coach will be responsible for facilitating instructional planning sessions that will address both core and small group instruction. Grade 3 ELA Teachers (2) will plan with the Reading Coach Mondays for 60 minutes. Grade 4 ELA teachers (2) will plan with the Reading Coach on Wednesdays for 60 minutes. Data Chats will be conducted after each monthly assessment.. ELA PD will be facilitated by Reading Coach, Reading Coach will conduct coaching cycles for implementing small group structures with all Tier 3 ELA teachers (6 teachers) by the end of the first 20 days of school, all Tier 2 teachers ((3 teachers) by the end of September, and all Tier 1 Teachers (6 teachers) by the end of November. The Reading Coach will provide ongoing coaching support to Tier 3 teachers monthly, Tier 2 teachers bi-monthly, and Tier 1 Teachers as needed.			

			0051 - Sheehy Elementary School			$1,350.00
			Notes: Family Curriculum Involvement Nights - events will be held to involve parents and families in the curriculum process. Open House Grade Level Expectation Night (August) Family Literacy Night (September) Science and Math Night (October), Empowering Sheehy Parent Night (January) , and Parent Conference Nights (November and February) will provide parents with grade appropraite resources and activities in Reading, Math, Writing, and Science. Technology Parent Workshops will also be featured to help Parents navigate throughout the various platforms on Edsby and Clever November and (January). iMoms and All Pro Dads will also take place each month to connect parents to school activities and resources. Materials needed for these events include: copy paper, construction paper, folders, notecards, pencils, gluesticks, rubberbands, scissors, flash cards, sheet protectors, paper plates, coffe filters, brown bags, ziplock bags, cups, rulers, straws, balloons, toothpicks, notebook paper, crayons, markers, pens, notebooks, journals, glue, tape, staples, posterboards, science fair show boards, pens, marbels, math maipulatives, science tools, paints, chalk) $300 per family night event = 6 events ($150 per monthly iMoms and All Pro Dads activities)			
			0051 - Sheehy Elementary School			$8,750.00
			Notes: Materials May include: Toner, Copy Paper, Printer Ink, Chart Paper, index cards, pens, pencils, 2 pocket folders, binders, Mr. Sketch Markers, highlighters, spiral notebooks, sticky notes, dividers, sheet protectors, pocket charts, bulletin board paper, sentence strips, highlighter tape, glue sticks, scissors, staplers, staples, scoth tape, painters tape, paper clips, rubber bands, dry erase boards, crayons. ($250.00 per 35 instructional units)			
			0051 - Sheehy Elementary School			$95,000.00
			Notes: The Science Coach will facilitate Weekly Planning PLC sessions with Science Teachers in Grades 3- 5 for sixty minutes. Grade 5 Mondays, Grade 4 Tuesdays, Grade 3 on Fridays. The Science Coach will facilitate planning for K-2 Teachers for 30 minute weekly planning sessions. K -Tuesdays, 1 - Wednesdays, and 2 Thursdays. The Science Coach will facilitate data chats for teachers in grades K - 5 after each nine weeks science assessment. The Science Coach will engage teachers in bimonthly coaching cycles beginning with Grades 3 - 5 in August, October, December, and February. Grades K - 2 teachers in September, November, January, and March.			
			0051 - Sheehy Elementary School			$95,000.00
			Notes: Math Coach will facilitate weekly design sessions once a week with Math teachers from grades 3 - 5. Grade 3 on Mondays, Grade 4 on Thursdays, Grade 5 on Wednesdays. Data Chats will be completed after each monthly Math Assessment during the following Tuesday's PLC Faculty Meeting. Curriculum Mapping will take place one day per grade level each quarter to map out the 9 weeks of instruction. Math planning will take place in Grades K-2 bi-weekly on Fridays. Coaching Cycles for Grades 3-5 Tier 3 teachers (3 teachers) will take place monthly. Grades 3 - 5 Tier 2 Teachers (1 teacher) bimonthly and Grades 3 -5 Tier 1 Teachers Quarterly. Small group instruction will occur 3 days a week with students in need of remediation based on the monthly data.			
			0051 - Sheehy Elementary School			$10,420.00
			Notes: Purchase of 20 Elmos at $521.00 to replace outdated Visual presenters in classrooms. This will enable teachers and students to demonstrate and model think alouds and instruction to increase engagement and rigor of instruction in all content areas. 20 $521.00 = 10,420.00)*			

3	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$29,323.50**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0051 - Sheehy Elementary School	Title, I Part A		$3,266.00
			Notes: Purchase Kickboard software platform to measure positive behaviors and interactions for all students in grades K- 5 (320 students) . All staff has access to reward students for making positive behavior choices with this platform. This platform serves as our electronic banking system to track positivity ratios with students and to earn Scholar Dollars. Data is used to provide students with biweekly schoolwide incentives and quarterly experiences.			

			0051 - Sheehy Elementary School	Title, I Part A		$25,000.00
			Notes: Parent Liaison will work with parents weekly to provide resources, assist with food pantry distribution on Wednesdays, facilitate All Pro Dads and I Mom groups monthly meetings, attend resource meetings with community organizations, implement attendance intervention folders with any student with 5 or more absences (60 students), and call parents to improve attendance for students that fall below 90% attendance rate.			
			0051 - Sheehy Elementary School	Title, I Part A		$1,057.50
			*Notes: Students will utilize planners daily for grades K - 5 for home school communication. ($2.35 * 450 students = $1057.50)*			
			0051 - Sheehy Elementary School			$0.00
					Total:	**$617,986.10**