

Sealey Elementary School

2815 ALLEN RD, Tallahassee, FL 32312

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Sealey begins the year getting to know the students and families through our orientation, Open House, and parent conferences. During the year, teachers continue to build relationships with students and families through share nights, PTO family events, creative arts activities, and continued communication with families through email, class letters, and conferences.

In addition, Sealey's ESOL (English for Speakers of Other Languages) committee provides faculty members with support and strategies to use with our growing multicultural community.

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

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

At the beginning of the school year, adults across the campus ensure that students are familiar with the school-wide expectations for positive, interpersonal interactions. This helps to build a warm and caring environment and to give students a sense of belonging. Before school, students assemble with other students in their grade level and are supervised by teachers. Fifth graders are on duty as safety patrols throughout the school to help students get to their designated places. After school, the teachers supervise students as they exit the building and as they wait for transport home.

Throughout the year, the teachers and guidance counselors also work with students to ensure they understand the definition of bullying and the process of reporting violations of bullying policies to adults. Students also meet with the guidance counselor for classes on grief counseling, divorced parents, anger management, and safe touch.

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

Sealey is a Positive Behavior School (PBS) with the following school-wide rules:
Be Respectful, Be Responsible, Be Safe, and Be Prepared .

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Sealey communicates school information to our families through a variety of formats: school newsletter, school Facebook page, listserv, Parent Portal, and the school website. In addition, teachers send home weekly reports, and newsletters to keep the parents informed of individual classroom information. Teachers also communicate with families through individual notes, emails, text messages, and web pages.

At the beginning of the year, grade levels host an open house so that parents can learn firsthand the expectations and routines of their children's classrooms, and all teachers hold a conference with parents during the first semester.

Throughout the year, the school invites parents to numerous activities held at Sealey, including the Veteran's Day Assembly, Science Night, Black History Assembly, the school talent show, strings and chorus performances, and Family Night.

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Martin, Terri	Assistant Principal
Clemons, Demetria	Principal
Hopson, Ashana	Guidance Counselor
Thorbjornsen, Jeanne	Attendance/Social Work
Kidd, Heather	Other
Morris, Jamie	Teacher, ESE
Litz, Amy	Psychologist
Haddad, Loretta	Instructional Coach
Wingate, Deidre	Other
Parramore, Sophie	Teacher, ESE

Duties

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

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

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

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

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Demetria Clemons	Principal
Valencia Jenkins	Parent
Susan LaMothe	Teacher
Laura Spiers	Teacher
	Student
Jim Christie	Parent
Sonjia Daymond	Teacher
Erika Frisby-Moore	Parent
Eric Reed	Parent
Alicia Szumiesz	Teacher
Lane Mathews	Teacher
Ashana Hopson	Teacher
Antwan Cole	Parent
Shayla Cole	Parent
Lenita Joe	Business/Community

Duties

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

Evaluation of last year's school improvement plan

During the initial School Advisory Meeting, the data from the previous year is reviewed and analyzed so that all may have an understanding of our current school grade.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

We have planned and SAC has approved for Sealey's teachers to have two planning days per semester. Teachers will be required to observe other teachers for a part of the planning day and plan as a team during the other part.

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

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

We were not allocated school improvement funds for the 2013-2014 school year.

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

No

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

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clemons, Demetria	Principal
Martin, Terri	Assistant Principal
Haddad , Loretta	Instructional Coach
Litz, Amy	Psychologist
Parramore, Sophie	Teacher, ESE
Hopson, Ashana	Guidance Counselor
Wingate , Deidre	Other

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

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

Teacher Transfer Day, June 6, 2014, Principal

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Strategies

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

Sealey uses previous state mandated assessment data, district assessment data, report card grades, AIMSWeb data, STAR data and SM5 data to determine the appropriate instructional level of each student in Reading and Math.

We have a Walk to Read block where every teacher teaches reading to a homogeneous group of students for 40 minutes each day. In addition to receiving core reading instruction, students are receiving differentiated instruction to fill in the gaps.

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

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

Strategy: Extended School Day

Minutes added to school year: 4,500

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

Strategy Rationale

Students that receive additional time on SM5 will increase the number of exercises attempted and skills mastered. As this happens, students are provided with more rigorous reading and math tasks.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clemons, Demetria, clemonsd@leonschools.net

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

Administrators and staff run daily/weekly reports to show student progress. Teachers determine if small group instruction is needed once they review SM5 reports.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Sealey has a Kindergarten orientation each spring for our incoming Kindergartners. Parents are invited to Sealey to learn what is expected of their children before entering kindergarten. This important information is provided to parents verbally and in written format. Additionally, one of our local child-care centers comes out each spring to take a tour of our building and visits our media center for story time. Representatives from the local middle schools are invited to visit the fifth grade students in the spring to familiarize the students with middle school expectations. Course choice forms are sent home to the parents and returned to the fifth grade teachers.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

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

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In fifth grade, 49% of students will score a level 3 or higher on FCAT Science by enhancing students' ability to elaborate on concepts and/or processes.
- G2.** As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (65%) as measured by the 2014 FCAT scores.
- G3.** As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (57%) as measured by the 2014 FCAT scores.

Strategic Goals Detail

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

G1. In fifth grade, 49% of students will score a level 3 or higher on FCAT Science by enhancing students' ability to elaborate on concepts and/or processes. 1a

G043757

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Fusions Science Curriculum with the on-line resources, science lab with hands-on materials

Targeted Barriers to Achieving the Goal 3

- Lack of Background Knowledge

Plan to Monitor Progress Toward G1. 8

Science Chapter Assessments and Benchmark Assessments

Person Responsible

Terri Martin

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Pinpoint Reports, Data Director reports

G2. As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (65%) as measured by the 2014 FCAT scores.

1a

G043683

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	54.0

Resources Available to Support the Goal 2

- SuccessMaker
- Corrective Reading
- Junior Great Books
- Waterford
- Reading Mastery
- Readworks.org lessons

Targeted Barriers to Achieving the Goal 3

- Lack of decoding and/or comprehension skills in Reading

Plan to Monitor Progress Toward G2. 8

The following data will be collected throughout the year: SM5, Waterford, AIMSWeb, Weekly Assessments, AR and STAR

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student growth in the various Reading Programs

G3. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (57%) as measured by the 2014 FCAT scores. 1a

G043679

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	46.0

Resources Available to Support the Goal 2

- SuccessMaker
- Go Math Enrichment

Targeted Barriers to Achieving the Goal 3

- Lack of Fundamental Skills

Plan to Monitor Progress Toward G3. 8

SM5 Data, Weekly Assessments and Pinpoint Reports will be analyzed to measure progress towards goal.

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

SM5 Data, Weekly Assessments and Pinpoint Reports will be used to measure progress towards goal.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. In fifth grade, 49% of students will score a level 3 or higher on FCAT Science by enhancing students' ability to elaborate on concepts and/or processes. **1**

 G043757

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

 B107311

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

 S118716

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Terri Martin

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

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

Frequent Classroom Observations and Progress Monitoring Meetings

Person Responsible

Terri Martin

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student achievement on classroom assessments and benchmark assessments

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

Monitor the progress towards science goals by reviewing progress monitoring data

Person Responsible

Terri Martin

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Increased student progress on science weekly and benchmark assessments

G2. As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (65%) as measured by the 2014 FCAT scores. 1

G043683

G2.B1 Lack of decoding and/or comprehension skills in Reading 2

B107107

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

S118474

Strategy Rationale

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

Action Step 1 5

Classroom Teachers of Core Reading will hold meetings to share effective practices using the Wonders Curriculum, to review reading data identifying students who are not making significant progress and to develop a plan of action for each.

Person Responsible

Loretta Haddad

Schedule

Biweekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Meeting Agendas, Meeting Minutes, Classroom Observations, Reading Data (AIMSWeb, SM5, Pinpoint Reports, Waterford)

Action Step 2 5

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

Person Responsible

Loretta Haddad

Schedule

On 11/14/2014

Evidence of Completion

School-wide plan from teams

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

Observations of Reading Instruction during the Walk to Read Block, Monitoring of Monthly Language Arts Meetings, Monitoring of all Reading Data

Person Responsible

Loretta Haddad

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

SM5, Pinpoint Reports, AR Reports, AIMSWeb Reports, Waterford will all be used to ensure students are making Reading gains.

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

All Reading Data will be reviewed and analyzed

Person Responsible

Loretta Haddad

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student performance on SM5, Weekly Assessments, Waterford, AIMSWeb, Report Card Grades and AR.

G3. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (57%) as measured by the 2014 FCAT scores. 1

G043679

G3.B1 Lack of Fundamental Skills 2

B107094

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

S118460

Strategy Rationale

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

Action Step 1 5

All Math Teachers will meet to share effective math practices, to review and analyze state specs, and to review pacing guides and align to the GO Math series.

Person Responsible

Demetria Clemons

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

SM5 Reports, Weekly Assessments, IObservation Reports and Progress Monitoring Notebooks

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Review common assessment data during math meetings.

Person Responsible

Demetria Clemons

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Progress Monitoring Data, SM5 Data and Report Card Grades will be used to determine student success on math fluency.

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

Monthly progress monitoring meetings will be held to review individual student's progress and to share effective instructional practices.

Person Responsible

Terri Martin

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

SM5 Data, Pinpoint Reports and Weekly Assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	All Math Teachers will meet to share effective math practices, to review and analyze state specs, and to review pacing guides and align to the GO Math series.	Clemons, Demetria	8/18/2014	SM5 Reports, Weekly Assessments, IObservation Reports and Progress Monitoring Notebooks	6/1/2015 biweekly
G2.B1.S1.A1	Classroom Teachers of Core Reading will hold meetings to share effective practices using the Wonders Curriculum, to review reading data identifying students who are not making significant progress and to develop a plan of action for each.	Haddad , Loretta	8/11/2014	Meeting Agendas, Meeting Minutes, Classroom Observations, Reading Data (AIMSWeb, SM5, Pinpoint Reports, Waterford)	6/1/2015 biweekly
G1.B1.S1.A1	Science Teachers will use the science baseline assessments to determine	Martin, Terri	8/18/2014	Lesson Plan Monitoring, Classroom Observations, Progress Monitoring Data to show student growth	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	needs and weaknesses to inform lesson planning.				
G3.B1.S1.A2	[no content entered]			quarterly	
G2.B1.S1.A2	Cross grade-level teams of teachers of Core Reading will meet for 1 day of professional development during which teachers will observe Core Reading lessons throughout the school. Following the observations, the teams will meet to discuss and to develop a school-wide plan indicating best practices observed and areas of improvement needed.	Haddad , Loretta	11/3/2014	School-wide plan from teams	11/14/2014 one-time
G1.MA1	Science Chapter Assessments and Benchmark Assessments	Martin, Terri	8/18/2014	Pinpoint Reports, Data Director reports	6/1/2015 monthly
G1.B1.S1.MA1	Monitor the progress towards science goals by reviewing progress monitoring data	Martin, Terri	8/11/2014	Increased student progress on science weekly and benchmark assessments	6/1/2015 monthly
G1.B1.S1.MA1	Frequent Classroom Observations and Progress Monitoring Meetings	Martin, Terri	8/18/2014	Increased student achievement on classroom assessments and benchmark assessments	6/1/2015 monthly
G2.MA1	The following data will be collected throughout the year: SM5, Waterford, AIMSWeb, Weekly Assessments, AR and STAR	Clemons, Demetria	8/18/2014	Increased student growth in the various Reading Programs	6/1/2015 monthly
G2.B1.S1.MA1	All Reading Data will be reviewed and analyzed	Haddad , Loretta	8/18/2014	Increased student performance on SM5, Weekly Assessments, Waterford, AIMSWeb, Report Card Grades and AR.	6/1/2015 monthly
G2.B1.S1.MA1	Observations of Reading Instruction during the Walk to Read Block, Monitoring of Monthly Language Arts Meetings, Monitoring of all Reading Data	Haddad , Loretta	8/18/2014	SM5, Pinpoint Reports, AR Reports, AIMSWeb Reports, Waterford will all be used to ensure students are making Reading gains.	6/1/2015 monthly
G3.MA1	SM5 Data, Weekly Assessments and Pinpoint Reports will be analyzed to measure progress towards goal.	Clemons, Demetria	8/18/2014	SM5 Data, Weekly Assessments and Pinpoint Reports will be used to measure progress towards goal.	6/1/2015 monthly
G3.B1.S1.MA1	Monthly progress monitoring meetings will be held to review individual student's progress and to share effective instructional practices.	Martin, Terri	8/18/2014	SM5 Data, Pinpoint Reports and Weekly Assessments	6/1/2015 monthly
G3.B1.S1.MA1	Review common assessment data during math meetings.	Clemons, Demetria	8/18/2014	Progress Monitoring Data, SM5 Data and Report Card Grades will be used to determine student success on math fluency.	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (65%) as measured by the 2014 FCAT scores.

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

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

PD Opportunity 1

Classroom Teachers of Core Reading will hold meetings to share effective practices using the Wonders Curriculum, to review reading data identifying students who are not making significant progress and to develop a plan of action for each.

Facilitator

Miranda Kelly and Alicia Chellman

Participants

All Core Reading Teachers in grades K-5

Schedule

Biweekly, from 8/11/2014 to 6/1/2015

PD Opportunity 2

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

Facilitator

Miranda Kelly and Alicia Chellman

Participants

All Core Reading Teachers in grades K-5

Schedule

On 11/14/2014

G3. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (57%) as measured by the 2014 FCAT scores.

G3.B1 Lack of Fundamental Skills

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

PD Opportunity 1

All Math Teachers will meet to share effective math practices, to review and analyze state specs, and to review pacing guides and align to the GO Math series.

Facilitator

Laura Spiers and Felisha Williams

Participants

All Classroom Teachers of Math

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Budget Rollup

Summary

Description	Total
Goal 2: As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (65%) as measured by the 2014 FCAT scores.	1,375
Goal 3: As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (57%) as measured by the 2014 FCAT scores.	1,375
Grand Total	2,750

Goal 2: As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (65%) as measured by the 2014 FCAT scores.

Description	Source	Total
B1.S1.A2 - We will use SIP dollars to pay for subs.	School Improvement Funds	1,375
Total Goal 2		1,375

Goal 3: As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate (57%) as measured by the 2014 FCAT scores.

Description	Source	Total
B1.S1.A2 - SIP funds will be used to pay for substitutes.	School Improvement Funds	1,375
Total Goal 3		1,375