

Leon County Schools

Sealey Elementary School



2018-19 School Improvement Plan

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Sealey Elementary School

2815 ALLEN RD, Tallahassee, FL 32312

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	B*

School Board Approval

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

SIP Authority

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>.

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

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 Leadership Team

Membership

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

Name	Title
Anderson, Jan	Guidance Counselor
Clemons, Demetria	Principal
Thorbjornsen , Jeanne	Attendance/Social Work
Kidd, Heather	Other
Morris, Jamie	Teacher, ESE
Cloud, Clayton	Assistant Principal
Gerold, Karin	Other
Lato, Amy	Psychologist
Spiers , Laura	Instructional Coach
Bryant, Laurel	Other

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 research-based reading curriculum.

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

Guidance Counselor: Organize, prepare and plan for weekly RTI meetings as well as administer

base-line assessments.

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

Behavior Specialist: Assists with the development and implementation of specific behavior plans, assesses effectiveness, and reports findings.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	2	1	0	0	0	0	0	0	0	0	0	3
One or more suspensions	20	1	5	0	2	6	0	0	0	0	0	0	0	34
Course failure in ELA or Math	40	14	13	11	26	40	0	0	0	0	0	0	0	144
Level 1 on statewide assessment	6	5	7	11	21	21	0	0	0	0	0	0	0	71

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	4	4	7	9	14	13	0	0	0	0	0	0	0	51

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	1	1	1	0	1	1	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	8	5	2	3	0	0	0	0	0	0	0	0	0	18

Date this data was collected

Friday 8/24/2018

Year 2016-17 - 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
Attendance below 90 percent	0	3	1	2	1	0	0	0	0	0	0	0	0	7
One or more suspensions	1	5	4	5	5	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	8	16	10	41	30	38	0	0	0	0	0	0	0	143
Level 1 on statewide assessment	8	5	2	11	35	29	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	5	0	20	18	23	0	0	0	0	0	0	0	66

Year 2016-17 - 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
Attendance below 90 percent	0	3	1	2	1	0	0	0	0	0	0	0	0	7
One or more suspensions	1	5	4	5	5	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	8	16	10	41	30	38	0	0	0	0	0	0	0	143
Level 1 on statewide assessment	8	5	2	11	35	29	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	5	0	20	18	23	0	0	0	0	0	0	0	66

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA learning gains of the lowest 25%. This is an area that is always in need.

Which data component showed the greatest decline from prior year?

5th grade Science

Which data component had the biggest gap when compared to the state average?

4th grade ELA learning gains (56% 3 or above for FL, 46% 3 or above for Sealey)

Which data component showed the most improvement? Is this a trend?

Math learning gains. This is not a trend.

Describe the actions or changes that led to the improvement in this area

Different approaches to math instruction, including cyclical interventions of past skills.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	57%	56%	61%	59%	55%
ELA Learning Gains	47%	53%	55%	55%	57%	57%
ELA Lowest 25th Percentile	36%	46%	48%	34%	51%	52%
Math Achievement	58%	61%	62%	56%	61%	61%
Math Learning Gains	59%	55%	59%	46%	58%	61%
Math Lowest 25th Percentile	51%	40%	47%	37%	47%	51%
Science Achievement	43%	52%	55%	53%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (3)	2 (1)	1 (2)	0 (1)	0 (0)	3 (7)
One or more suspensions	20 (1)	1 (5)	5 (4)	0 (5)	2 (5)	6 (4)	34 (24)
Course failure in ELA or Math	40 (8)	14 (16)	13 (10)	11 (41)	26 (30)	40 (38)	144 (143)
Level 1 on statewide assessment	6 (8)	5 (5)	7 (2)	11 (11)	21 (35)	21 (29)	71 (90)

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	2018	68%	61%	7%	57%	11%
	2017	55%	62%	-7%	58%	-3%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	45%	58%	-13%	56%	-11%
	2017	63%	59%	4%	56%	7%
Same Grade Comparison		-18%				
Cohort Comparison		-10%				
05	2018	51%	57%	-6%	55%	-4%
	2017	63%	61%	2%	53%	10%
Same Grade Comparison		-12%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	64%	2%	62%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	55%	60%	-5%	62%	-7%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	61%	62%	-1%	62%	-1%
	2017	60%	64%	-4%	64%	-4%
Same Grade Comparison		1%				
Cohort Comparison		6%				
05	2018	47%	58%	-11%	61%	-14%
	2017	52%	63%	-11%	57%	-5%
Same Grade Comparison		-5%				
Cohort Comparison		-13%				

Subgroup Data

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
WHT	69	57		60	62	45	60				
BLK	51	40	27	53	55	50	24				
HSP	36	40		73	60						
SWD	33	45	35	36	61	50	27				
FRL	46	44	39	46	59	54	37				
ELL	36			36							

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
WHT	69	66	45	69	51	50	71				
BLK	53	43	30	43	42	32	33				
HSP	45			55							
ASN	90			90							
SWD	22	32	36	27	32	17					
FRL	46	38	33	40	43	39	33				
ELL	39	62		39	54						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Science
Rationale	This was our lowest category and we had a significant drop from 2017.
Intended Outcome	Improve science proficiency to at least 45%.
Point Person	Demetria Clemons (clemonsd@leonschools.net)
Action Step	
Description	Add science to our intervention/ challenge block, providing more instruction on scientific vocabulary and concepts.
Person Responsible	Clayton Cloud (cloudc@leonschools.net)
Plan to Monitor Effectiveness	
Description	Measure growth on District designed progress monitoring assessments.
Person Responsible	Demetria Clemons (clemonsd@leonschools.net)
Activity #2	
Title	Learning gains of our lowest 25%
Rationale	These students require more interventions and there has been past difficulties in getting this subgroup to achieve high learning gains.
Intended Outcome	This subgroup will have at least 50% make a learning gain in ELA or Math.
Point Person	Demetria Clemons (clemonsd@leonschools.net)
Action Step	
Description	Collect data and deliberately intervene with these students to provide what they need during our intervention/ challenge instructional block. Purposefully group them based on these findings.
Person Responsible	Clayton Cloud (cloudc@leonschools.net)
Plan to Monitor Effectiveness	
Description	Student growth will be monitored through monthly progress monitoring meetings and data collection sheets.
Person Responsible	Demetria Clemons (clemonsd@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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.

PFEP Link

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

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.

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.

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.

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

Part V: Budget	
Total:	\$4,904.00