Sealey Elementary School

2019-20 School Improvement Plan

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Sealey Elementary School

2815 ALLEN RD, Tallahassee, FL 32312

https://www.leonschools.net/sealey

Demographics

Principal: Demetria Clemons

Start Date for this Principal: 7/16/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: B 2014-15: B 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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 Leon 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.](http://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	Job Duties and Responsibilities
McHargue, Laurie	Guidance Counselor	
Clemons, Demetria	Principal	
Thorbjornsen , Jeanne	Attendance/Social Work	
Kidd, Heather	Other	
Cloud, Clayton	Assistant Principal	
Gerold, Karin	Other	
Lato, Amy	Psychologist	
Spiers , Laura	Instructional Coach	
Bryant, Laurel	Other	

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	88	92	86	85	82	93	0	0	0	0	0	0	0	526
Attendance below 90 percent	9	14	9	11	13	10	0	0	0	0	0	0	0	66
One or more suspensions	1	2	1	2	1	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	1	3	12	12	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	16	22	18	0	0	0	0	0	0	0	56
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	2	11	14	5	0	0	0	0	0	0	0	34

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	5	2	1	3	0	2	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)
37

Date this data was collected or last updated
Thursday 7/25/2019

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

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

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	61%	57%	57%	57%	57%	56%
ELA Learning Gains	61%	54%	58%	47%	53%	55%
ELA Lowest 25th Percentile	56%	47%	53%	36%	46%	48%
Math Achievement	69%	64%	63%	58%	61%	62%
Math Learning Gains	68%	63%	62%	59%	55%	59%
Math Lowest 25th Percentile	47%	45%	51%	51%	40%	47%
Science Achievement	48%	52%	53%	43%	52%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	88 (0)	92 (0)	86 (0)	85 (0)	82 (0)	93 (0)	526 (0)
Attendance below 90 percent	9 (0)	14 (0)	9 (2)	11 (1)	13 (0)	10 (0)	66 (3)
One or more suspensions	1 (20)	2 (1)	1 (5)	2 (0)	1 (2)	1 (6)	8 (34)
Course failure in ELA or Math	0 (40)	1 (14)	3 (13)	12 (11)	12 (26)	0 (40)	28 (144)
Level 1 on statewide assessment	0 (6)	0 (5)	0 (7)	16 (11)	22 (21)	18 (21)	56 (71)
	0 (0)	0 (0)	0 (0)	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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	71%	61%	10%	58%	13%
	2018	68%	61%	7%	57%	11%
Same Grade Comparison	3%					
Cohort Comparison						
04	2019	55%	57%	-2%	58%	-3%
	2018	45%	58%	-13%	56%	-11%
Same Grade Comparison	10%					
Cohort Comparison	-13%					
05	2019	52%	56%	-4%	56%	-4%
	2018	51%	57%	-6%	55%	-4%
Same Grade Comparison	1%					
Cohort Comparison	7%					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	68%	63%	5%	62%	6%
	2018	66%	64%	2%	62%	4%
Same Grade Comparison	2%					
Cohort Comparison						
04	2019	68%	66%	2%	64%	4%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison	7%					
Cohort Comparison	2%					
05	2019	64%	61%	3%	60%	4%
	2018	47%	58%	-11%	61%	-14%
Same Grade Comparison	17%					
Cohort Comparison	3%					

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	45%	54%	-9%	53%	-8%
	2018	39%	56%	-17%	55%	-16%
Same Grade Comparison	6%					
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 2016-17	C & C Accel 2016-17
SWD	31	41	45	37	38	40	21				
ELL		60			80						
BLK	57	57	54	64	64	41	41				
MUL	60			70							
WHT	73	60		77	72		60				
FRL	54	59	56	64	66	53	44				

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 2015-16	C & C Accel 2015-16
SWD	33	45	35	36	61	50	27				
ELL	36			36							
BLK	51	40	27	53	55	50	24				
HSP	36	40		73	60						
WHT	69	57		60	62	45	60				
FRL	46	44	39	46	59	54	37				

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	58
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	50
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	54
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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 learning gains of the lowest 25%. This is an area that is always in need.

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

4th grade ELA learning gains. This can be attributed to appropriate instruction in complex questioning.

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

4th grade ELA learning gains. This can be attributed to appropriate instruction in complex questioning.

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

5th grade ELA learning gains and 5th grade Math proficiency. This can be attributed to deliberate small group planning for student deficiencies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

More consistent student attendance.

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

1. ELA learning gains
2. Learning gains of the lowest 25%
3. ESE students assessment performance
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA learning gains
Rationale	ELA learning gains was our lowest category.
State the measureable outcome the school plans to achieve	At least 56% of students able to make a learning gain on the FSA: ELA as defined by FLDOE
Person responsible for monitoring outcome	Demetria Clemons (clemonsd@leonschools.net)
Evidence-based Strategy	Students will be provided intensive, small group instruction on high complexity skills
Rationale for Evidence-based Strategy	Students will be provided guided practice with frequent feedback in a small group setting on high complexity skills to increase exposure and improve reading comprehension

Action Step	
Description	1. Collect previous year's FSA and progress monitoring data to determine appropriate intervention small group 2. Review high complexity standards and create a pacing guide for instruction 3. Observe instruction 4. Monitor student performance on classroom assessments and progress monitoring tools 5. Provide higher complexity lessons with appropriate scaffolding to increase exposure
Person Responsible	Clayton Cloud (cloudc@leonschools.net)

#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 learning gains
State the measureable outcome the school plans to achieve	At least 50% of these identified students will make a learning gain in Math and at least 55% will make a learning gain in ELA
Person responsible for monitoring outcome	Demetria Clemons (clemonsd@leonschools.net)
Evidence-based Strategy	Students will be provided intensive, small group instruction based on need.
Rationale for Evidence-based Strategy	Students will be provided guided practice with frequent feedback in a small group setting to improve reading comprehension or math skills

Action Step	
Description	1. Collect previous year's FSA and progress monitoring data to determine appropriate intervention small group 2. Review individual/ group sub-test deficiencies 3. Observe instruction 4. Monitor student performance on classroom assessments and progress monitoring tools 5. Provide higher complexity lessons with appropriate scaffolding to increase exposure
Person Responsible	Clayton Cloud (cloudc@leonschools.net)

#3	
Title	ESE performance
Rationale	Our ESE or Students with Disabilities subgroup did not meet the 41% requirement as outline in ESSA.
State the measureable outcome the school plans to achieve	We plan to increase this subgroup performance as measure by ESSA standards to the at least the minimum requirement of 41%.
Person responsible for monitoring outcome	Demetria Clemons (clemonsd@leonschools.net)
Evidence-based Strategy	Students with Disabilities will participate in intensive, small group instruction to remediate academic learning gaps, but also increase exposure to complex questioning.
Rationale for Evidence-based Strategy	Students will be assessed to determine academic deficiencies in order to provide remediation on targeted skills. Additionally, they will be provided guided practice with frequent feedback in a small group setting on high complexity skills to improve reading comprehension.
Action Step	
Description	1. Collect previous year's FSA and progress monitoring data to determine appropriate intervention materials 2. Review individual/ group sub-test deficiencies 3. Observe instruction 4. Monitor student performance on classroom assessments and progress monitoring tools 5. Provide higher complexity lessons with appropriate scaffolding to increase exposure
Person Responsible	Clayton Cloud (cloudc@leonschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

We will also address daily attendance. Administration will provide communication to parents about the importance of consistent daily attendance as it relates to school success. The appropriate designees, including teacher, guidance counselor, administration, and social worker, will meet to discuss patterns of absenteeism and work with the families and District staff to resolve any concerns that are impeding the student from attending. District and state policy will be followed with the documentation and reporting of chronic absenteeism.

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 Literacy 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 Multi-Tiered 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 provide a differentiated delivery of services 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 the our local child-care centers comes out each spring to take a tour of our building and visits our media center for story time.

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

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						
1	**III.A**	**Areas of Focus: ELA learning gains**				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	0431 - Sealey Elementary School	School Improvement Funds		$1,200.00
			Notes: Substitutes will be provided for vertical planning and cross-level observations.			
2	**III.A**	**Areas of Focus: Learning gains of our lowest 25%**				**$700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	692-Computer Software Non-Capitalized	0431 - Sealey Elementary School	School Improvement Funds		$700.00
			Notes: Purchase Moby Max for students to close gaps in Language Arts. This will be utilized during intervention blocks and computer lab as needed.			
3	**III.A**	**Areas of Focus: ESE performance**				**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	140-Substitute Teachers	0431 - Sealey Elementary School	School Improvement Funds		$300.00
			Notes: Substitutes will be provided to allow teachers to design lessons to appropriately meet approved IEP goals			
					Total:	**$2,200.00**