

**Title I Plan**  
**Sealey Elementary Math and Science Magnet School**  
**Leon County Schools**  
**School # 0431**

**2016/2017**



**Demetria Clemons**  
**Principal**  
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**Assistant Principal**  
**(850) 488-5640**



## **SCHOOL INFORMATION**

### **MISSION:**

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

### **VISION:**

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 IMPROVEMENT PLAN PLANNING PROCESS:**

Sealey Elementary Math and Science Magnet School is located at 2815 Allen Road in the Northwest section of Tallahassee, Florida. The most current enrollment data shows approximately 549 students. The demographic make-up of this population consists of: 51% African-American (280 students), 38% Caucasian (210 students), 4% Hispanic (24 students), 6% Asians, Indian and/or Bi-Racial (35 students). Sealey has 17% ESE students (90), 7% ELL students (41) and 3% Gifted students (17). Approximately 75% of our students are currently at or below the federal poverty level. We are very proud of our diverse population of students at Sealey!

Sealey's School Advisory Council (SAC) is composed of the principal, parents, teachers, support staff and community members. SAC meets at least three times a year. We consistently work to ensure our SAC members are representative of the ethnic, racial, and economic community served by the school.

Sealey understands the importance of early literacy ensuring students reach or exceed the on grade level reading target identified by the State of Florida by the end of their third grade year. All members of our organization will play an important role in reaching this goal.

The School Improvement Plan (SIP) for 2016-2017 process will begin in July 2016. We will start by analyzing data determining goals met or not met. At that time, we will set goals for the 16-17 school year. The draft SIP will be shared with members of our SAC for approval by October, 2016, or the deadline set by our district office.

## **NEEDS ASSESSMENT:**

### ***Environment***

Sealey will continue to promote positive behavior in an effort to provide a conducive learning environment. The guidance counselor will hold yearly anti-bullying and sexual harassment classes as well as any groups needed such as students with divorcing parents, students dealing with the death of a loved one and students battling self-esteem concerns resulting in an inability to make and keep friends. As a school, we will continue to promote the importance of attendance.

### ***Academics***

#### ***Language Arts***

Members of Sealey's Leadership Team will use STAR, AIMSWeb, Wonders and Accelerated Reader, Read Live, SuccessMaker and Waterford data to help guide our goal setting in the area of Reading. We will also analyze Reading and Writing data from the 2016 Florida Standards Assessment to assist with goal setting.

#### ***Math***

Members of Sealey's Leadership Team will use Go Math and SuccessMaker data to help guide our goal setting in the area of Math. We will also analyze Math data from the 2016 Florida Standards Assessment to assist with goal setting.

#### ***Science***

Members of Sealey's Leadership Team will use FCAT Science data to help determine our Science goals.

### ***Teacher Development/Planning***

Our faculty could benefit from more cross grade level planning, classroom walkthroughs, time to review student data and time to dissect the Florida Standards.

### ***Parental Development***

Sealey will increase the number of parent workshops offered throughout the school year. These efforts will give parents the necessary information and material so that they may help their children at home.

## **SCHOOL REFORM STRATEGIES:**

***The following strategies will be funded and used school-wide through Title 1:***

### **Strategy 1:**

Sealey will use school-wide reform strategies that provide opportunities for all children in the school to meet or exceed Florida's proficient and advanced levels of student performance.

All classrooms are standards based and utilize frequent assessments to determine students' strengths and weaknesses. At every grade level, assessment data is used to plan instruction and develop flexible groups for instruction, differentiating instruction to move all students forward. Title I funds will be used to provide teachers time to plan across grade levels.

Highly-qualified resource teachers and para-professionals will be hired to provide additional reading and math interventions to identified groups of students in addition to the interventions they will receive during their regular reading block. Research shows that students lacking skills benefit greatly from additional instructional time in identified areas. Many of our students who need this extra help are not able to come in before and/or after school. We must find time to remediate above and beyond during the instructional day.

### **Strategy 2:**

Sealey will work to improve student achievement by using effective strategies. Our school has a school-wide commitment to only use research based strategies along with the standards based instruction, specifically in the areas of reading, writing, math and science. Standards-based instruction clarifies for teachers what matters most and provides a guide for their planning.

Teachers will be given at least one day each semester to review student data, dissect the Florida Standards, cross-grade level plan and participate in classroom walkthroughs. This way of work will allow teachers to make needed instructional adjustments to ensure student growth.

### **Strategy 3:**

Sealey will use effective methods to increase the quality and amount of learning time. Our school will implement a walk to read model where each day students will receive interventions or acceleration of skills being taught for forty-five minutes. This block of time is embedded within our daily schedule.

We will offer after-school tutoring to students within our bottom 30% starting in January, 2017. Students identified as ELL will receive tutoring each day before the start of school. Our ESE and 504 students will receive additional support as outlined in their IEPs.

### **Strategy 4:**

Our Guidance Department will organize and oversee our mentoring program. Teachers will recommend students who could benefit from having a mentor and with parent approval our guidance counselor will assign a mentor to those students.

### **Strategy 5:**

To determine if the needs of all students are being met, administrators, teachers and reading coach will meet at least once a month to review and analyze student data to determine if students are making learning gains. The findings will be used to guide our instruction and support for individual students. Students whose data is stagnant will be brought before the Response to Intervention Team

for review by the school psychologist, speech-language pathologist, social worker, guidance counselor and ESE program specialist.

### **Strategy 6:**

Technology may play an important role in closing the achievement gap. It goes without saying, “technology empowers students,” especially those who have limited experiences. In only a few mouse clicks, students can be warped to famous landmarks on virtual fieldtrips or share their writing with students halfway around the world. Based on research, at-risk students show greater achievement and have a more positive attitude when instruction is paired with technology. Research has shown that proper teacher training for technology integration will help create proper curriculum for student success.

## **IMPLEMENTATION**

### **Instruction**

In order to provide effective instruction to meet the needs of all students, 100% of Sealey’s teachers are highly qualified.

### **Professional Development Activities:**

- Professional Learning Communities are an integral part of the school culture. Teachers and administration participate in the monthly learning communities to delve deeper into standards and curricula and to research and discuss teaching strategies that will increase student achievement.
- Each teaching team takes part in monthly curriculum chats where data are reviewed to monitor student progress and decisions are made as to whether strategies being used are successful or not. The team members also focus on the level of interventions needed to increase student progress.
- Novice teachers meet monthly with a mentor teacher who offers expertise in state standards and in improving classroom instruction.
- Each semester, teachers participate in staff development days during which they conduct classroom walk-throughs and discuss strategies for instructional improvement. The data gathered from these observations guide future professional development needs.
- The Reading Coach observes teachers and paraprofessionals during reading instruction and holds small group or individual workshops to help improve reading instruction.
- Each month parent workshops will offer assistance on a variety of topics aimed at improving student achievement.
- District staff and coaches provide afterschool workshops on math and language arts standards and on improving instruction.

## **Parental Involvement**

To increase parent involvement at Sealey Elementary, we have several approaches planned:

- During our annual Title 1 meetings, parents will be informed of the program and of our school plan. The Title 1 team will answer questions and offer parents the opportunity to participate in the planning of the parent workshops.
- Parent workshops will be held to address strategies for parents to use to assist their children with academic skills.

## **EVALUATIONS AND ASSESSMENT**

### **Assessments and Decision Making:**

Teachers are represented on the School Advisory Council which approves the yearly school improvement plan. When writing the school improvement plan, we follow state and local guidelines. Monthly grade level curriculum meetings are held to discuss the pacing of curriculum and student progress on state standards. During these curriculum chats adjustments are made as needed.

### **Activities for Effective Timely Assistance:**

#### ***Identify Students Showing Difficulties***

Administration will ensure student' difficulties are identified on a timely basis. Frequent collaboration and data monitoring will identify students and ensure that they receive effective, timely additional assistance. If a student is not showing progress after two changes to their intervention plan, the teacher will take the student before the RTI Team.

#### ***Professional Development on the RTI Process***

At the beginning of each year teachers receive training in identifying students performing below level. This training is carried out by our RTI Team Members.

#### ***Teacher-Parent Conferences and RTI Team Meetings***

Teacher-parent conferences will be held to share in great detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school. Teachers are required to document parent- teacher conferences on report cards.

Consistent data team meetings and effective implementation of the Response to Intervention model will ensure that students who experience difficulty mastering proficient levels of academic achievement standards shall be identified on a timely basis. Prior to taking a student to the RTI Team, the teacher will have a parent meeting sharing concerns and informing parents of the next step. It will be important for parents to be included in each step of this process.

**Assessment Results To Parents:**

During parent-teacher conferences, teachers share subject area grades, SuccessMaker, Read Live, STAR, AR and AIMSWeb data. When standardized test scores are available they are shared as well.

**Disaggregated Data:**

Data is collected and disaggregated by the Florida Department of Education. This data is disaggregated by major ethnic groups, limited English proficiency status and children with disabilities. In addition, teachers collaborate during data team meetings to discuss student achievement as well as instructional practices to move students forward.

**Distribution:**

Florida Department of Education verifies the validity and reliability of the disaggregated data. The Florida Department of Education publishes disaggregated data for each school on their respective websites.

**Assessment:**

Sealey will use the assessments identified in the Florida System of School Improvement and Accountability. Adequate yearly progress is defined by the Florida Department of Education.



**Attachments**  
**Sealey Math and Science Magnet School - BUDGET NARRATIVE**  
**2016 – 2017**

**Budget:**

(1) Func. No.	(2) Obj. No.	(3) Name of Account		(4) Budget Amount
5100	100	Salaries (Classroom Teachers)	2.5 Teachers	\$91,531.00
5100	100	Salaries (Teacher Aides) 2 whole and 1 @ 53.3%	2.5 Para Pro	\$37,598.56
5100	100	Salaries (Instructional Aides)		
5100	200	Employee Benefits & Insurance		\$42,134.79
5100	310	Contracted Services		
5100	350	Repairs and Maintenance (Classroom Computers)		
5100	390	Other Purchased Services		
5100	510	Instructional Materials & Supplies		\$41.21
5100	621	Audio-Visual Materials (\$750 and more)		
5100	622	Audio-Visual Materials (\$749 and less)		
5100	641	Equipment (\$750 and more)		
5100	642	Equipment (\$749 and less)		
5100	643	Computer Equipment (\$750 and more)		
5100	644	Computer Equipment (\$749 and less)		
5100	691	Software (\$750 and more)		
5100	692	Software (\$749 and less)		
5100	750	Substitutes	6 Days	\$484.44
6120	130	Guidance Counselor		
6120	200	Employee Benefits		
6150	100	Salaries (Parent Liaison)(Program Specialist)		
6150	200	Employee Benefits		
6150	310	Contracted Services for Parent Involvement		
6150	332	Travel (Parents)		
6150	370	Postage		
6150	390	Other Purchased Services		
6150	510	Supplies (Parent Materials)		
6150	621	A - V Materials (\$750 and more)		
6150	622	A - V Materials (\$749 and less)		
6150	641	Equipment (\$750 and more)		
6150	642	Equipment (\$749 and less)		
6150	643	Computer Equipment (\$750 and more)		
6150	644	Computer Equipment (\$749 and less)		
6300	100	Salaries (Resource Teachers)		
6300	200	Employee Benefits		
6400	100	Salaries (Inservice Workshop Stipends)		
6400	200	Employee Benefits (7.65%)		
6400	310	Contracted Services (In-Service Training)		
6400	332	Travel (Professional Growth)		
6400	510	Materials and supplies for Training		
7800	390	Field Trips		
		<b>Total</b>		<b>\$171,790.00</b>

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## Parent Compact and Plan:



### Parent-Student-Teacher Compact Sealey Elementary School 2016-2017



The Sealey Elementary Community is dedicated to developing life-long learning within a safe and caring environment which promotes respect, resourcefulness, and responsibility.

As a Parent/Guardian, I \_\_\_\_\_, will:

- See that my child attends school regularly and on time;
- Provide a home environment that encourages my child to learn;
- Insist that all homework assignments are completed;
- Communicate regularly with the teacher;
- Attend conferences and call the teacher with questions;
- Support the school in developing positive behavior;
- Talk with my child about his/her school activities daily;
- Read daily with my child and let my child see me read;
- Limit my child's screen time;
- Monitor my child's television viewing;
- Volunteer time at my child's school or during school related activities;
- Show respect and support for my child, the teacher, and the school.

As a student, I, \_\_\_\_\_, will:

- Believe that I can learn and will learn;
- Arrive at school on time and attend school every day unless I am sick;
- Come to school with all supplies and other tools necessary for learning;
- Always try to do my best work while using my best behavior;
- Work cooperatively with my classmates;
- Show respect for myself, my school, and other people;
- Obey the school and bus rules;
- Take pride in my school.

As a teacher, I, \_\_\_\_\_, will:

- Believe that each student can learn;
- Show respect for each child and his/her family;
- Come to class prepared to teach;
- Provide an environment conducive to teaching;
- Help each child grow to his/her fullest potential;
- Provide meaningful and appropriate homework activities;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with students and parents;
- Seek ways to involve parents in the school program;
- Demonstrate professional behavior and a positive attitude;
- Use special activities to make learning enjoyable.

As principal, I, \_\_\_\_\_, will:

- Encourage positive communication among teachers, parents, students, and self;
- Encourage teachers to regularly provide assignments that will reinforce classroom instruction;
- Provide an environment conducive to learning and teaching;
- Show respect for teachers, students, and parents.

Parent Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Principal Signature: \_\_\_\_\_