**Title I Plan**

**Sealey Elementary Math and Science Magnet School Leon County Schools**

**School # 0431 2017/2018**



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**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 477 students. The demographic make-up of this population consists of: 68% African-American (297 students), 27% Caucasian (130 students), 4% Hispanic (19 students), 7% Asians, Indian and/or Bi-Racial (31 students). Sealey has 21% ESE students (99), 6% ELL students (29) and 2% Gifted students (8). Approximately 87% 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 2017-2018 process will begin in July 2017. We will start by analyzing data determining goals met or not met. At that time, we will set goals for the 17-18 school year. The draft SIP will be shared with members of our SAC for approval by September, 2017, 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, Accelerated Reader, Read Live, SuccessMaker and Waterford data to help guide our goal setting in the area of Reading. We will also analyze English/ Language Arts data from the 2017 Florida Standards Assessment to assist with goal setting.

***Math***

Members of Sealey’s Leadership Team will use Go Math and Dreambox data to help guide our goal setting in the area of Math. We will also analyze Math data from the 2017 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. Our teachers will also receive additional training on Dreambox, our computer-based math supplemental program.

***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 instructional 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 month to review student data, dissect the Florida Standards, and cross-grade level plan. Each semester, teachers will be provided an opportunity to 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 35% starting in January, 2018. 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. 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. Sealey employs numerous computer-based programs including Go Math and Wonders websites, Renaissance Learning, Successmaker, Dreambox, and Waterford. There are interactive boards in each classroom to aid instruction, as well as classroom desktops and laptop carts for instructional units.

**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.
* 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 students’ 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, Dreambox, 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.