Seminole Springs Elementary School

2015-16 School Improvement Plan

Seminole Springs Elementary School

26200 W HUFF RD, Eustis, FL 32736

http://lake.k12.fl.us/sse

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	67%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	23%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	B	A

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Create a safe, learning environment supported by teachers, families, and community that will prepare our students to become independent learners with the abilities necessary for lifelong learning, and responsible, productive and active citizenship.

Provide the school's vision statement

Students Succeed Every Day

School Environment

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

Seminole Springs Elementary learns about students' cultures by the enrollment information, parent conferences and information students share. Seminole Springs Elementary provides a Meet the Teacher Event the week before school starts in August. In September, there is a Curriculum Night to explain standards, expectations, and Depth of Knowledge. We provide Report Card Conference Night after the 1st nine weeks and again after the 3rd nine weeks. We have a Literacy Night and two Curriculum Nights where we provide STEM activities for parents and students to participate. We also provide translators at our events to assist our ELL parents.
In order to meet the needs of all our students including at-risk to advanced learners, it is vital that a working relationship with families is established. We try to do this with the evening events built around family interests of academic needs. SSES is committed to learning about student cultures. We provide opportunities for students to share their cultures, do monthly bulletin boards, announcements on the morning news, and the music and media specialist use books and music to assist in the learning process of different cultures.

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

Seminole Springs Elementary has a single point of entry to provide a safe environment. As students arrive on campus we have designated areas for students to go to provide a safe and secure area for each grade level. Assistance is provided to our Kindergarten students to get to their classrooms, breakfast, and car and bus dismissal destinations. Teachers and staff are posted strategically throughout campus at arrival and dismissal times. Teachers walk with their students and pick them up when going to enrichment classes and lunch. If a student needs to leave the classroom to go to the clinic, lunchroom or office, a "Buddy" system is in place so they never leave alone. We acclimate students to our school culture by providing morning announcements where we have a student pledge, review the mission and vision statements, and have a Counselor's Corner to promote a positive character trait each month. We provide Friday afternoon educational clubs to assist students in feeling a part of the school community.

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

Seminole Springs Elementary is a "Positive Behavior School" (PBS) school. We provide an overview of the new discipline policies during the first week in a faculty meeting and on the morning news. Teachers use the three B's: Be respectful, Be Safe, and Be Responsible in their classroom. A process, (Lake County Schools Code of Conduct) is in place for discipline issues. Teachers are expected to be fair, firm, and consistent with expectations and the use of referrals. Parents are contacted at the first indication of a problem and two behavior interventions are to be implemented before completing a referral. Positive reinforcement is used by providing "Bear Paws" for students who display positive behaviors. Each month a character trait is presented to the students and when they are "caught being good" by displaying the characteristic of the month, they receive a "Bear Paw". After a student earns five "Bear Paws", the student is provided with a reward. The class that earns the most "Bear Paws" in each grade level will have a Seminole Bear to keep in the classroom for the week. The classroom that has the Bear the most per nine weeks will receive a popcorn or popsicle party.

Each month, per class, a student is selected for "Student of The Month" and a celebration where parents are invited to come and recognize their student.

Human Growth and Development as well as the Too Good for Drugs curricula are taught and documented in teachers' lesson plans. An Anti Bullying Curriculum is in place that is taught by the classroom teacher and supportive lessons are provided through the media specialist. LEAPS lessons from The Life Excelerator Company are used to teach students with behavioral issues the skills to exhibit appropriate behavior within the classroom.

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

The school provides group counseling for students as needed. We provide grief counseling with the assistance of Hospice. Life Stream Behavioral Service provides Parent-Child Interaction Therapy (PCIT), Children's Clinical On-Site Services (CCOS) and Strong United Resilient Families (SURF) project to students and parents.

We provide teacher/staff mentors as needed for our students. To reinforce positive behavior and provide the students with role models to discuss how their morning and school day went, and offer "Check-In, and "Check-Out".

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Teacher Talk Documents will be used quarterly to review the following:
Attendance information
Discipline information
Previous retention information
Level 1s on state testing
Lowest quartile
Classroom assessments

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	11	6	7	4	7	44
One or more suspensions	1	2	1	6	1	8	19
Course failure in ELA or Math	8	4	4	1	2	0	19
Level 1 on statewide assessment	0	0	0	20	0	0	20
	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	
Students exhibiting two or more indicators	16	10	21	11	40	12	110

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Meetings
Incentives
Fun Friday
Intervention Groups Reading and Math
Positive Behavior System (PBS)
Mentoring
Individual Behavior Plans
LEAPS Lessons
Math and Science Boot Camp
FASTT Math
Moby Max
Accelerated Reader as a reading incentive
Differentiated Instruction
Scaffolding for Depth of Knowledge
STEM Clubs and Activities
4 H Clubs
Kiwanis-Terrific Kids and Bringing Up Grades (BUGS) recognition
Student of the Month
Pre-K Testing
Istation
IReady

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

SSES has a monthly newsletter called "The Bear Facts" that is sent home to every parent to ensure they are kept informed regarding school activities. The newsletter is also located on the school's web-site. Teachers will be providing a weekly or bi-weekly newsletter for parents to be aware of what is happening in the classroom. Newsletters will also be available on-line on our web-site. Students in grades 3-5 are provided with a planner that provides the opportunity for parents and teachers to have daily communication.

We have a fabulous music program that consists of an Orff band, chorus, and Steel Drum Band in which students participate in activities all year. SSES provides a Meet The Teacher, Curriculum Night, two Report Card Nights, a Literacy Night, and a STEM Night. Students and parents have fun during these after-school learning events. More than once during the 2014-2015 school year, we had a minimum of 60% of families who were involved in a positive way in the school. We will continue to strive for more parental participation to build positive relationships between school and community. Our phone call out system, "School Messenger", and school front marquee are also utilized for communication. Parents may also use "Skyward", a computer program that allows them to track their child's attendance and grades.

Our school volunteers participate in a variety of ways to support student learning. Seminole Springs received the Golden School Award and Five Star School Award in 2015 for volunteer support.

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

Local businesses are solicited by members of the school community to support various school initiatives that include the following:
STEM activities
Tropicana Speech Contest
The school, and county Spelling Bees
Steel Drum Band
Mount Dora Ballet continues to perform the "Nut Cracker" for students in K-5.
Bay Street Players perform a program that focuses on positive behavior each year.
Read Across America is held each year to allow community leaders to model fluent reading and discuss their careers
Cassia Community Club provides awards and held a "Back To School Bash" this year providing school supplies
Deliver the Difference provides weekly food backpacks to send home with students that need food for the weekend
Volunteers provide services to teachers and students
Parent Teacher Organization provides fund-raising to purchase educational items and transportation costs for field trips that are needed
The Kiwanis helps support our school by providing certificates and supplies for the Terrific Kids and BUGS Awards and they attend the programs
Mr. Wayne from Family Martial Arts is providing an Anti Bullying Program to our 2-5th grade students

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:

Name	Title
Fischer, Leah	Principal
Abston, Midge	Assistant Principal
Choy, Therese	Other
Ortega, Debra	Guidance Counselor
Thomas, Wesley	Instructional Coach
Wolford, Sally	Other
Custer, Valerie	Instructional Coach

Duties

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

Administrators – As leaders of the Multi-Tiered System of Support (MTSS) team, the school administration provides informed data-based decision making. The administration is responsible for the fidelity of MTSS implementation at the school site.
Curriculum Resource Teacher/Literacy Coach/Math Coach – Researches existing literature on academic interventions to be implemented with students exhibiting specific needs. Provides professional development to promote the implementation of evidence-based instructional strategies in the classroom. Assists with the collection of progress monitoring data and assessment.
Classroom Teacher – The classroom teacher is primarily responsible for the delivery of tier one, two, and three interventions and data collection. Teachers participate in shared decision making through PLC's and school-wide committees.
Guidance Counselor – The guidance counselor plays an integral role in the collection and documentation of student data as well as data analysis and interpretation. Researches existing literature on behavioral and academic interventions to be implemented with students exhibiting specific needs. She also maintains student records and schedules follow-up meetings to discuss student progress with the team.
School Psychologist – Provides professional development and contributes to the development of academic and behavioral interventions and other data-based decisions.
ESE School Specialist – Provides assistance in decision making when students reach tier three of MTSS. The ESE School Specialist also serves as the liaison between administration, teachers, parents, and county personnel.

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

Seminole Springs Elementary School's Child Study Team meets weekly to problem solve and address the progress monitoring of the core instruction.
The Leadership Team, (Administration, CRT, Literacy coach, and Math Coach) provide classroom walkthroughs. The team meets weekly to monitor the MTSS structure, provide teacher support to help implement small group and individual student needs through the Practicing and Working Strong (PAWS) grouping, and reviews student data to identify students in need of academic or behavioral interventions.
SAI funding is used to purchase and support our remedial assistance with science/reading and math by providing Science and Math Boot Camp materials and teacher training for 4th and 5th grades and with supplemental reading materials for our 3rd grade students.

Title X Homeless will provide tutoring for homeless students.
A Violence Prevention program was provided through Safe Schools, (Anti Bullying Program).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Gustafson	Parent
Cheryl Pawlak	Parent
Susan Shook	Business/Community
Heidi Etre	Parent
Mark Sims	Parent
Tracy Choy	Teacher
Wesley Thomas	Teacher
Leah Fischer	Principal
Kevin Comeaux	Parent
Sharon Dungan	Parent
Valerie Custer	Teacher
Pearley Moore	Parent
Irene Rodriguez	Parent
Ramona Rodriguez	Education Support Employee
Krista Pentz	Parent

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

The SAC meets monthly to monitor the implementation of the plan and make adjustments as needed.

Development of this school improvement plan

The SAC committee looked at other school's School Improvement Plans, collaborated with other school leaders, and obtained guidance from the Lake County School's Academic Services Department to identify research-based programs and interventions that contributed to student gains. The School Advisory Council meets monthly to review and discuss current data, and collaborate regarding educational decisions based on information disseminated to the voting membership.

Preparation of the school's annual budget and plan

The SAC committee looked at other school's School Improvement Plans, collaborated with other school leaders, and obtained guidance from the Lake County School's Academic Services Department to identify research-based programs and interventions that contributed to student gains. The SAC will approve expenditures of funding based on the school's needs.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fischer, Leah	Principal
Thomas, Wesley	Instructional Coach
Wilhelm, Jacqueline	Teacher, K-12
Souders-Priebe, Stacy	Teacher, K-12
Fortner, Barbara	Teacher, K-12
Williams, Lisa	Teacher, K-12
Hargroves, Maria	Teacher, K-12
Purdham, Patricia	Instructional Media
Osborne, Kathy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by offering Professional Development regarding instructional shifts in Florida Standards, family literacy events, and grant writing to fund materials needed for literacy instruction. The school has a Literacy Committee that meets monthly to review ideas, discuss data, discuss instruction strategies, and plan reading events. The Team will assess the effectiveness of the programs initiated and share strategies for effective implementation of ELA Florida Standards to the appropriate Depths of Knowledge. LLT will provide coaching and modeling to teachers. LLT will assist the Literacy Coach in providing PD to the teachers for writing instruction and meeting during collaborative planning to review published products and engage in problem solving based on data.
Major initiatives of the LLT -
*School Wide Reading Activities - Accelerated Reader, Read Across America, Superintendent Challenge, Literacy Week, Winter Reading Challenge, Sunshine Readers, and summer reading activites
*Famiy Literacy Night and activities
*Reading incentives
*PAWS
*IStation
*Thinking Maps Writing
*Thinking Maps to support Literacy, Speaking, Listening, Reading and Writing
*Poetry - Supporting students in writing poetry and sharing their writing with others

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

Seminole Springs Elementary School has a common planning time for all grade levels. Teachers will review norms during each PLC/ Common Planning to ensure effective use of strategies and differentiated instruction.

Seminole Springs Elementary will provide each teacher with a 2 hour stipend for collaborative planning that will occur on Wednesday afternoons from the Collaborative Time Funds for Professional Learning Communities. (Administrators will seek creative means to continue this support for planning and Professional Learning).

In addition, grade levels will meet twice a week to review how the lessons went and discuss any modifications needed for their lessons. This will build positive relationships among grade level teams and provide time to plan and create more effective lessons for deeper depth of knowledge for our students.

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

Seminole Springs Elementary will work with Human Resource office and the Instructional Recruitment Planner to hire highly qualified teachers. When needed, administration will attend career fairs. Administration will interview and hire the best qualified candidate for the job. Upon hiring, administration will provide a Mentor for new employees, as well as a grade level "Buddy". A designated time will be established as a non-negotiable for new teachers to meet with their mentor. This will pair them with two teachers who are familiar with the school and who can provide them with assistance. New teachers will also be on a grade level team. The grade level team will provide opportunities to work together during plan times and PLCs to ensure everyone on the team works collaboratively. Extra assistance will be provided by other veteran teachers based on CWT.

New teachers will be invited to attend additional Professional Learning opportunities provided by Lake County Schools Staff Development. In addition, SSES has a teacher on staff who is the New Teacher Consultant Mentor who will help create sustainable, high quality mentoring and professional development to meet teachers needs. The CRT, Literacy Coach, and Math Coach will provide support and model lessons as needed. The county provides a person who visits the new teachers and provides assistance. In addition, the administration will work with the new teachers. Administration will provide Professional development and guidance to help them through their first year and into the following years as needed. SSES develops the class for new teachers that have students that are not behavior problems or few that are struggling. We want teachers to have a positive experience and be successful since we know successful teachers are more likely to stay. We also know that we need to provide educational assistance for them to understand the culture, strengths and traditions of students, families, and the school so they can be comfortable with their job setting.

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

Administration will match highly effective veteran teachers with new employees. The mentor and mentee will meet as needed and during grade level meetings to discuss instructional and management strategies. Grade level teams will also conduct planning meetings to promote consistent policies across the grade level. The grade level team will have opportunities for PLCs to ensure everyone on the team works collaboratively. In addition, Seminole Springs has a teacher on staff who is the New Teacher Consultant Mentor who will help create sustainable, high quality mentoring and professional development to teachers in need. Extra assistance will be provided by other veteran teachers based on CWT.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The instructional staff will use the LCS's Blue Prints that are aligned with the standards and adopted texts. This will be evident in the lesson plans (checked weekly), scheduled classroom walkthroughs, observations, and evaluations. Leadership Team will meet after CWT's for discussion and provide the teachers with feedback. Collaborative planning will be implemented on Monday and Thursday of every week during plan time to review standards and utilize the backwards design plan. Faculty has been provided with Professional Development regarding selection of appropriate materials and assessments. Continued ongoing support will be provided during PLCs and faculty meetings.

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

Data chats are held each quarter to identify students having difficulty attaining proficiency. Assessment scores are disaggregated and analyzed to identify specific areas of needs. Intervention Groups are established to differentiate instruction based on individual student needs; this will include enrichment and acceleration. The students are monitored and reevaluated each nine weeks (or as needed) to provide continuous support. Differentiation of instruction will be implemented by modified directions, listening centers, adjusting questioning through scaffolding (low, moderate, and high) during small groups, and flex groupings.
In addition to providing remedial assistance, this year we will establish time in our math and science blocks to provide extra support using the Science Bootcamp and Math Bootcamp curriculum. Before School Math tutoring will be available for students that are recommended by their teacher, these students will use IReady and skill and drill programs for math facts.
Ancillary materials will be used to help support the curriculum to provide the depth of knowledge needed in the Florida Standards. STEM tasks will be implemented during science lessons with the assistance of our CRT, also 4H opportunities will be provided for students after school to support the ENRICHMENT and ACCELERATION of our students.

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: Before School Program

Minutes added to school year: 2,028

Students who are having difficulty with math facts or recommended by their teacher will be invited for tutoring to assist them in acquiring math fact fluency.

Strategy Rationale

Students need math fluency for complex operations in mathematics and problem solving.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Abston, Midge, abstonm@lake.k12.fl.us

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

Data will be collected from IReady to monitor student progress.

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

Seminole Springs Elementary School has one Pre-K unit with 18 students per semester to help prepare students for Kindergarten.
Parents and local preschool students (upcoming Kindergarten students) are invited in the spring to tour our school, and visit the Kindergarten classrooms. In addition, a night program is conducted each spring for the parents of upcoming Kindergarten students to better prepare them for the transition in to Kindergarten.
The Florida Kindergarten Readiness Screener will be administered within the first 30 school days.
Parents complete a "Tell Us about Your Child" questionnaire upon registering a kindergarten student. Information from these sources will be used to plan for the academic and social/emotional instruction for all students.
Vertical articulation is provided at the end of the year to share academic data, EWS data, and strengths and weaknesses of the group, and instructional practices to support upcoming students from one grade to another.

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

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

.

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. SSES will increase student attendance by creating a safe and engaging environment.

G2. SSES will increase understanding, planning, delivery and accountability of standards based instruction with an emphasis on cross-curricular reading and writing.

G3. SSES will use cooperative structures and hands-on learning experiences for students through labs and engaging activities which will increase student achievement.

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. SSES will increase student attendance by creating a safe and engaging environment. 1a

🔍 G071158

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	100.0

Resources Available to Support the Goal 2

- Data Clerk - Skyward; Tiffany Dickson - School Social Worker; Debbie Ortega- School Counselor; Midge Abston, and Leah Fischer - PBS, Incentives, MTSS, and School-Wide attendance program

Targeted Barriers to Achieving the Goal 3

- Lack of opportunities for students to engage in rigorous content.

- Lack of home support for attendance.

Plan to Monitor Progress Toward G1. 8

SSES will use Skyward Data and Student Service attendance reports

Person Responsible
Midge Abston

Schedule
Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Data will show increased number of students attending school.

Lake - 0141 - Seminole Springs Elem. School - 2015-16 SIP

Seminole Springs Elementary School

G2. SSES will increase understanding, planning, delivery and accountability of standards based instruction with an emphasis on cross-curricular reading and writing. `1a`

🔑 G071159

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	64.0
AMO Reading - All Students	
AMO Math - All Students	
Math Lowest 25% Gains	50.0
Math Gains	75.0
AMO Reading - African American	
AMO Reading - ELL	
AMO Math - African American	
AMO Math - ELL	
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal `2`

- Tracy Choy - CPALMS; Wesley Thomas and Valerie Custer - Test Item Specifications/Rubrics, Blueprints, Scope and Sequence, Thinking Maps; Leadership Team - MTSS, Common Planning Time, and Data Chats; Wesley Thomas - McGraw-Hill Wonders Reading Series; Literacy Leadership Team; Science Book Camp, Math Boot camp, Florida Standards aligned practice and assessment books, New Math series, IStation, and IReady.

Targeted Barriers to Achieving the Goal `3`

- Students lack the ability required to synthesize and analyze ideas from multiple texts to develop and support a controlling idea and present and support an opinion required by the new Florida State Standards

- Adopted text books assessments lack Depth of Knowledge, and rigor to meet the intention of the standards

- Adoptive Math curriculum and assessments are new this year and all teachers have not had the in depth training.

Plan to Monitor Progress Toward G2. `8`

Weekly and Unit assessments that will be used will be determined by Blueprints and ones created via PLCs, Interactive notebooks/journals, Classroom Walkthroughs, Boot Camp assessments, Soft Touch Visits, Student Work Samples, IStation and IReady Data.

Person Responsible
Leah Fischer

Schedule
Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Student growth will be evident through academic achievement in writing, math, and reading as evident by student growth.

G3. SSES will use cooperative structures and hands-on learning experiences for students through labs and engaging activities which will increase student achievement. 1a

🔍 G071160

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Adopted Pearson Interactive Science curriculum, Science Boot Camp, Thinking Maps, Interactive Notebooks/Journals

Targeted Barriers to Achieving the Goal 3

- Students with limited background knowledge

Plan to Monitor Progress Toward G3. 8

Weekly and Unit Assessments, Lab Data, Interactive Notebooks/Journals, Classroom Walk Throughs, Boot Camp Assessments, Soft Touch Visits, Student Work Samples

Person Responsible

Valerie Custer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student growth will be evident through academic achievement and grades.

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. SSES will increase student attendance by creating a safe and engaging environment. `1`

🔍 G071158

G1.B1 Lack of opportunities for students to engage in rigorous content. `2`

🔍 B185672

G1.B1.S1 Increase attendance by implementing a "Fun Friday" for students who maintain good weekly attendance. Allow student choice in educational club participation during "Fun Friday". `4`

🔍 S197065

Strategy Rationale

Incentives like "Fun Friday" motivates students to want come to school. "Fun Fridays" provide an opportunity to engage and participate in educational clubs that support STEM Activities and project based learning.

Action Step 1 `5`

Create and Organize Educational Clubs for "Fun Friday"

Person Responsible

Midge Abston

Schedule

Weekly, from 10/6/2015 to 6/5/2016

Evidence of Completion

Teachers will have a planned activity for their "Fun Friday" club. In addition, MTSS Team will monitor students with attendance issues and identify if the "Fun Fridays" support an increase in weekly attendance.

Action Step 2 5

Create Weekly, Monthly, and Nine Week Attendance Incentives

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance will be monitored daily and weekly through Skyward.

Action Step 3 5

PLC's will incorporate developing STEM activities

Person Responsible

Therese Choy

Schedule

Monthly, from 9/2/2015 to 6/3/2016

Evidence of Completion

PLC sign in sheets and lesson plans

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

Skyward Data

Person Responsible

Midge Abston

Schedule

Weekly, from 8/24/2015 to 8/24/2016

Evidence of Completion

Review of Fun Fridays attendance and activities will show an increase in student attendance by monitoring Skyward data monthly.

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

Data will show increased number of students attending school.

Person Responsible

Midge Abston

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Skyward attendance data will show increased number of students attending school.

G1.B1.S2 Increase attendance by providing a safe environment. `4`

🔑 S197066

Strategy Rationale

If environment is safe, then students will want to come to school.

Action Step 1 `5`

SSES will implement an Anti- Bullying Plan school wide and include lessons regarding Bullying and how to be a friend, and focus on a character trait of the month provided through the Lake County School Board's Code of Student Conduct.

Person Responsible

Midge Abston

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence will be provided through the number of bullying incidences reported, a student survey before lessons and after lessons taught on Bullying, and by the number of incidences reported in the anonymous box.

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Action Step 2 5

Safe environment provided through a single entry point, in addition parents, staff, and faculty will wear a picture ID or badge.

Person Responsible

Midge Abston

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Every parent will be provided a badge, and every faculty and staff member will be provided with a badge and/or picture ID.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will teach anti-bullying lessons. This will be documented in the teachers lesson plans. The media specialist will supplement lessons and include how to be a friend, and a Character Trait of the Month will be implemented during morning announcements and BEAR PAWS will be given to students when displaying the trait of the month.

Person Responsible

Midge Abston

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrators will check lesson plans weekly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Every adult on campus will wear a badge to ensure the safety of everyone on campus.

Person Responsible

Midge Abston

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence will be the sign in log in the front office.

G1.B1.S3 Increase instructional technology in the classroom to improve student engagement. `4`

S197067

Strategy Rationale

If students want to be at school and participate in using technology(using clickers, Smart Boards, Edmodo, I Station, IReady, IPads, CPALMS lessons, and other computer programs), then students engagement will improve.

Action Step 1 `5`

Implement "Istation", "IReady" , or Safari Montage within the classroom.

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documented through lesson plans and MTSS forms.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Teachers will provide lesson plans that will support the use of the technology

Person Responsible

Midge Abston

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence will be provided in the lesson plans, which will be checked weekly by administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Lesson plans will be monitored as well as classroom visits

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher observation, classroom visits, lesson plans

G1.B1.S4 Students will want to come to school because it is fun and they are engaged in their learning. `4`

🔍 S197068

Strategy Rationale

If students are engaged in accountable talk through the use of cooperative structures (Kagan Strategies) and Thinking Maps to support speaking and listening, and writing, then students will be engaged in their learning.

Action Step 1 `5`

Continue using accountable talk with Kagan Structures and Thinking Maps, and training for Thinking Maps Writes.

Person Responsible

Therese Choy

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Midge Abston, Assistant Principal will monitor by reviewing the Lesson Plans weekly.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Monitor lesson plans weekly for Thinking Maps and Kagan Structures

Person Responsible

Midge Abston

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence will be the lesson plans documenting Thinking Maps and Kagan Strategies, and student products. For fidelity, classroom walk through data on appropriate strategies and monitoring TEAM observations on element #19, on skills, strategies and processes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Lesson plans will be monitored for use of Thinking Maps and Kagan Structures

Person Responsible

Midge Abston

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans will be monitored weekly, and reflection analysis of student work through PLC's.

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G1.B2 Lack of home support for attendance. 2

B185673

G1.B2.S1 Staff will call home when a student misses 2 consecutive days to discuss why and how they may help. The school will offer multiple family events to build community relations and engage families in student learning. 4

S197069

Strategy Rationale

If parents have a postive educational experience with their child, then parents will recognize that teachers and staff care about their children's attendance and well-being.

Action Step 1 5

SSES will Create Literacy Nights, Report Card Nights, STEM Nights, Fall Festival, Field Day, Music Performances and MTSS for attendance

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data collected through Skyward will show an increase in attendance; And Increased Family Involvement through sign-in sheets from events

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Increase of student attendance through monitoring data from Skyward

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Skyward Data on attendance, Student monthly calendars, Attendance meetings and MTSS meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data will show increased number of students attending school

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data will show increased number of students attending school

G2. SSES will increase understanding, planning, delivery and accountability of standards based instruction with an emphasis on cross-curricular reading and writing. `1`

🔍 G071159

G2.B1 Students lack the ability required to synthesize and analyze ideas from multiple texts to develop and support a controlling idea and present and support an opinion required by the new Florida State Standards `2`

🔍 B185674

G2.B1.S1 PLCs and Common Planning Time will provide teachers extra time to examine responding to text and writing to produce a published product at the end of each unit, and examine students' writing in order to drive differentiated instruction. `4`

🔍 S197070

Strategy Rationale

If collaborative planning increases teachers' knowledge of the writing format, then effective instruction, and identified exemplars of student writing using the rubric, will increase student writing achievement.

Action Step 1 `5`

Seminole Springs Elementary will implement PLCs and Common Planning Time

Person Responsible

Leah Fischer

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, classroom walk throughs, soft touch visits, student writing samples, meeting minutes

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

Lesson Plans, Student Work Samples, Classroom Observation, Soft Touch Data

Person Responsible

Leah Fischer

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence will be validated by increased student growth in writing achievement and by using rubrics.

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

Student work samples, end-of-unit published product, Classroom Walk Throughs

Person Responsible

Leah Fischer

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence collected for student growth will be through student writing and scores using the writing rubric to show academic achievement which will be reflected in student grades.

G2.B1.S2 SSES will Implement Thinking Maps Writing Curriculum 4

S197071

Strategy Rationale

If a professional development plan for understanding the Florida Standards is created, and ongoing support for reading and writing integration is provided, then teachers can create and implement lesson/units which incorporate aligned Thinking Maps to support students" writing.

Action Step 1 5

Thinking Maps Writes Professional Development which aligns the use of skills, strategies, and processes that will improve students" writings.

Person Responsible

Therese Choy

Schedule

On 6/9/2016

Evidence of Completion

Evidenced by lesson/unit plans, teacher sign-in sheets, meeting minutes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom walkthroughs, student products, rubrics, collaboration

Person Responsible

Leah Fischer

Schedule

Weekly, from 10/23/2015 to 6/9/2016

Evidence of Completion

CWT Data, lesson plans and exemplars of student work

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Classroom walkthroughs, student products, rubrics, collaboration

Person Responsible

Leah Fischer

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

CWT Data, lesson plans and exemplars of student work

G2.B2 Adopted text books assessments lack Depth of Knowledge, and rigor to meet the intention of the standards `2`

🔑 B185675

G2.B2.S1 Provide PLCs and Common Planning Time for teachers to examine the district's Blue Prints, writing prompts, enhance writing curriculum, new math and reading standards. Teachers will examine students' work to drive and differentiate instruction. `4`

🔑 S197072

Strategy Rationale

If collaborate planning increases teachers' knowledge of the writing format and effectiveness of instruction, then the result will be increased student writing achievement.

Action Step 1 `5`

SSES will implement PLCs and Common Planning Time

Person Responsible

Leah Fischer

Schedule

Biweekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

PLCs and Common Planning Time will be exhibited through improved lesson plans, classroom walkthroughs, soft touch visits, student achievement, and meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Lesson Plans, Student Work Samples, Classroom Observations, Soft Touch Visit Data, Assessments

Person Responsible

Leah Fischer

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The effectiveness of these strategies will be validated with increased student growth and academic achievement documented by grades.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Lesson Plans, Student Work Samples, Classroom Observations, Soft Touch Visit Data, Assessments

Person Responsible

Leah Fischer

Schedule

On 6/9/2016

Evidence of Completion

The effectiveness of these strategies will be validated with increase student growth and academic achievement evident by student grades and writing rubric scores.

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G2.B3 Adoptive Math curriculum and assessments are new this year and all teachers have not had the in depth training. 2

B185676

G2.B3.S1 Collaborative Time Funds will be used as a supplement so that teachers can participate in PLC's and planning sessions. 4

S197073

Strategy Rationale

We have a new math series and need to ensure that it is aligned with the Florida Standards, we will provide additional time to plan and collaborate with each team.

Action Step 1 5

Teachers will utilize PLC's and common planning time.

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

This will be exhibited through lesson plans, classroom walkthroughs, soft touch visits, and student achievement.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans, student work samples, classroom observations, soft touch visit data, student assessments

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The effectiveness of these strategies will be validated by increased student growth and academic achievement.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Student work samples, lesson plans, classroom walkthroughs, soft touch visits, data

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence of completion will be student growth and academic achievement.

G2.B3.S2 Provide Math Boot Camp for student in 4th and 5th grade. `4`

🔑 S197074

Strategy Rationale

Math Boot Camp improves students' math skills through quick daily lessons in a small groups. Boot Camp provides progress monitoring which can be utilized for MTSS.

Action Step 1 `5`

Provide 4th and 5th grade teachers with Math Boot Camp Training.

Person Responsible

Valerie Custer

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

This will be exhibited through lesson plans, classroom walkthroughs, soft touch visits, and student achievement and data

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Math Boot Camp Assessments, MTSS, Classroom Walkthroughs, Lesson Plans, Grades

Person Responsible

Therese Choy

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Student work samples, Classroom observations, Soft Touch Visits, Student Achievement Data

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Analyze assessment data

Person Responsible

Therese Choy

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

The effectiveness of these strategies will be validated with increase student growth and academic achievement.

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Seminole Springs Elementary School

G3. SSES will use cooperative structures and hands-on learning experiences for students through labs and engaging activities which will increase student achievement. 1

G071160

G3.B1 Students with limited background knowledge 2

B185677

G3.B1.S1 Content-specific science vocabulary will be presented daily. 4

S197075

Strategy Rationale

If students are exposed to daily science vocabulary, then an increase of vocabulary retention and comprehension will occur.

Action Step 1 5

SSES will identify content-specific science vocabulary through PLC and common planning.

Person Responsible

Leah Fischer

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

This will be exhibited through lesson plans, student notebooks, common board configuration, and word walls.

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

Student work samples, classroom observations, vocabulary assessments

Person Responsible

Leah Fischer

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student work samples will be collected, classroom observations, and vocabulary assessments will be taken and graded.

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

Students ability to apply science vocabulary in context.

Person Responsible

Leah Fischer

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data will be collected from various assessments.

G3.B1.S2 Science Boot Camp will be utilized during Reading Intervention Groups to assist the lowest quartile. `4`

🔍 S197076

Strategy Rationale

If teachers implement and increase the use of small-group, and differentiated instruction in the science content, then student achievement will increase

Action Step 1 `5`

SSES teachers will be trained to use Science Boot Camp Materials and implement them into Reading Intervention Groups.

Person Responsible

Wesley Thomas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, and student achievement/data.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Use of Science Boot Camp During Reading Intervention

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, and student achievement/data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

SSES will analyze assessment data.

Person Responsible

Leah Fischer

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, and student achievement/data.

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
G1.B1.S1.A1	Create and Organize Educational Clubs for "Fun Friday"	Abston, Midge	10/6/2015	Teachers will have a planned activity for their "Fun Friday" club. In addition, MTSS Team will monitor students with attendance issues and identify if the "Fun Fridays" support an increase in weekly attendance.	6/5/2016 weekly
G1.B1.S2.A1	SSES will implement an Anti- Bullying Plan school wide and include lessons regarding Bullying and how to be a friend, and focus on a character trait of the month provided through the Lake County School Board's Code of Student Conduct.	Abston, Midge	8/24/2015	Evidence will be provided through the number of bullying incidences reported, a student survey before lessons and after lessons taught on Bullying, and by the number of incidences reported in the anonymous box.	6/9/2016 daily
G1.B1.S3.A1	Implement "Istation", "IReady" , or Safari Montage within the classroom.	Fischer, Leah	8/24/2015	Documented through lesson plans and MTSS forms.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1	Continue using accountable talk with Kagan Structures and Thinking Maps, and training for Thinking Maps Writes.	Choy, Therese	8/24/2015	Midge Abston, Assistant Principal will monitor by reviewing the Lesson Plans weekly.	6/9/2016 weekly
G1.B2.S1.A1	SSES will Create Literacy Nights, Report Card Nights, STEM Nights, Fall Festival, Field Day, Music Performances and MTSS for attendance	Fischer, Leah	8/24/2015	Data collected through Skyward will show an increase in attendance; And Increased Family Involvement through sign-in sheets from events	6/9/2016 weekly
G2.B1.S1.A1	Seminole Springs Elementary will implement PLCs and Common Planning Time	Fischer, Leah	8/24/2015	Lesson Plans, classroom walk throughs, soft touch visits, student writing samples, meeting minutes	6/9/2016 biweekly
G2.B1.S2.A1	Thinking Maps Writes Professional Development which aligns the use of skills, strategies, and processes that will improve students" writings.	Choy, Therese	10/23/2015	Evidenced by lesson/unit plans, teacher sign-in sheets, meeting minutes.	6/9/2016 one-time
G2.B2.S1.A1	SSES will implement PLCs and Common Planning Time	Fischer, Leah	9/11/2015	PLCs and Common Planning Time will be exhibited through improved lesson plans, classroom walkthroughs, soft touch visits, student achievement, and meeting minutes	6/9/2016 biweekly
G2.B3.S1.A1	Teachers will utilize PLC's and common planning time.	Fischer, Leah	8/24/2015	This will be exhibited through lesson plans, classroom walkthroughs, soft touch visits, and student achievement.	6/9/2016 weekly
G2.B3.S2.A1	Provide 4th and 5th grade teachers with Math Boot Camp Training.	Custer, Valerie	9/10/2015	This will be exhibited through lesson plans, classroom walkthroughs, soft touch visits, and student achievement and data	6/9/2016 weekly
G3.B1.S1.A1	SSES will identify content-specific science vocabulary through PLC and common planning.	Fischer, Leah	8/24/2015	This will be exhibited through lesson plans, student notebooks, common board configuration, and word walls.	6/9/2016 monthly
G3.B1.S2.A1	SSES teachers will be trained to use Science Boot Camp Materials and implement them into Reading Intervention Groups.	Thomas, Wesley	8/24/2015	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, and student achievement/ data.	6/9/2016 weekly
G1.B1.S1.A2	Create Weekly, Monthly, and Nine Week Attendance Incentives	Fischer, Leah	8/24/2015	Attendance will be monitored daily and weekly through Skyward.	6/9/2016 weekly
G1.B1.S2.A2	Safe environment provided through a single entry point, in addition parents, staff, and faculty will wear a picture ID or badge.	Abston, Midge	8/24/2015	Every parent will be provided a badge, and every faculty and staff member will be provided with a badge and/or picture ID.	6/9/2016 daily
G1.B1.S1.A3	PLC's will incorporate developing STEM activities	Choy, Therese	9/2/2015	PLC sign in sheets and lesson plans	6/3/2016 monthly
G1.MA1	SSES will use Skyward Data and Student Service attendance reports	Abston, Midge	8/24/2015	Data will show increased number of students attending school.	6/9/2016 weekly
G1.B1.S1.MA1	Data will show increased number of students attending school.	Abston, Midge	8/24/2015	Skyward attendance data will show increased number of students attending school.	6/9/2016 weekly
G1.B1.S1.MA1	Skyward Data	Abston, Midge	8/24/2015	Review of Fun Fridays attendance and activities will show an increase in student attendance by monitoring Skyward data monthly.	8/24/2016 weekly
G1.B2.S1.MA1	Data will show increased number of students attending school	Fischer, Leah	8/24/2015	Data will show increased number of students attending school	6/9/2016 weekly
G1.B2.S1.MA1	Increase of student attendance through monitoring data from Skyward	Fischer, Leah	8/24/2015	Skyward Data on attendance, Student monthly calendars, Attendance meetings and MTSS meetings	6/9/2016 weekly
G1.B1.S2.MA1	Every adult on campus will wear a badge to ensure the safety of everyone on campus.	Abston, Midge	8/24/2015	Evidence will be the sign in log in the front office.	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Teachers will teach anti-bullying lessons. This will be documented in the teachers lesson plans. The media specialist will supplement lessons and include how to be a friend, and a Character Trait of the Month will be implemented during morning announcements and BEAR PAWS will be given to students when displaying the trait of the month.	Abston, Midge	8/24/2015	Administrators will check lesson plans weekly.	6/9/2016 weekly
G1.B1.S3.MA1	Lesson plans will be monitored as well as classroom visits	Fischer, Leah	8/24/2015	Teacher observation, classroom visits, lesson plans	6/9/2016 weekly
G1.B1.S3.MA1	Teachers will provide lesson plans that will support the use of the technology	Abston, Midge	8/24/2015	The evidence will be provided in the lesson plans, which will be checked weekly by administration.	6/9/2016 weekly
G1.B1.S4.MA1	Lesson plans will be monitored for use of Thinking Maps and Kagan Structures	Abston, Midge	8/24/2015	Lesson plans will be monitored weekly, and reflection analysis of student work through PLC's.	6/9/2016 weekly
G1.B1.S4.MA1	Monitor lesson plans weekly for Thinking Maps and Kagan Structures	Abston, Midge	8/24/2015	The evidence will be the lesson plans documenting Thinking Maps and Kagan Strategies, and student products. For fidelity, classroom walk through data on appropriate strategies and monitoring TEAM observations on element #19, on skills, strategies and processes	6/9/2016 weekly
G2.MA1	Weekly and Unit assessments that will be used will be determined by Blueprints and ones created via PLCs, Interactive notebooks/journals, Classroom Walkthroughs, Boot Camp assessments, Soft Touch Visits, Student Work Samples, IStation and IReady Data.	Fischer, Leah	8/24/2015	Student growth will be evident through academic achievement in writing, math, and reading as evident by student growth.	6/9/2016 biweekly
G2.B1.S1.MA1	Student work samples, end-of-unit published product, Classroom Walk Throughs	Fischer, Leah	8/24/2015	Evidence collected for student growth will be through student writing and scores using the writing rubric to show academic achievement which will be reflected in student grades.	6/9/2016 biweekly
G2.B1.S1.MA1	Lesson Plans, Student Work Samples, Classroom Observation, Soft Touch Data	Fischer, Leah	8/24/2015	Evidence will be validated by increased student growth in writing achievement and by using rubrics.	6/9/2016 biweekly
G2.B2.S1.MA1	Lesson Plans, Student Work Samples, Classroom Observations, Soft Touch Visit Data, Assessments	Fischer, Leah	8/24/2015	The effectiveness of these strategies will be validated with increase student growth and academic achievement evident by student grades and writing rubric scores.	6/9/2016 one-time
G2.B2.S1.MA1	Lesson Plans, Student Work Samples, Classroom Observations, Soft Touch Visit Data, Assessments	Fischer, Leah	8/24/2015	The effectiveness of these strategies will be validated with increased student growth and academic achievement documented by grades.	6/9/2016 biweekly
G2.B3.S1.MA1	Student work samples, lesson plans, classroom walkthroughs, soft touch visits, data	Fischer, Leah	8/24/2015	Evidence of completion will be student growth and academic achievement.	6/9/2016 weekly
G2.B3.S1.MA1	Lesson plans, student work samples, classroom observations, soft touch visit data, student assessments	Fischer, Leah	8/24/2015	The effectiveness of these strategies will be validated by increased student growth and academic achievement.	6/9/2016 weekly
G2.B1.S2.MA1	Classroom walkthroughs, student products, rubrics, collaboration	Fischer, Leah	9/11/2015	CWT Data, lesson plans and exemplars of student work	6/9/2016 weekly
G2.B1.S2.MA1	Classroom walkthroughs, student products, rubrics, collaboration	Fischer, Leah	10/23/2015	CWT Data, lesson plans and exemplars of student work	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.MA1	Analyze assessment data	Choy, Therese	9/10/2015	The effectiveness of these strategies will be validated with increase student growth and academic achievement.	6/9/2016 weekly
G2.B3.S2.MA1	Math Boot Camp Assessments, MTSS, Classroom Walkthroughs, Lesson Plans, Grades	Choy, Therese	9/10/2015	Lesson Plans, Student work samples, Classroom observations, Soft Touch Visits, Student Achievement Data	6/9/2016 weekly
G3.MA1	Weekly and Unit Assessments, Lab Data, Interactive Notebooks/Journals, Classroom Walk Throughs, Boot Camp Assessments, Soft Touch Visits, Student Work Samples	Custer, Valerie	8/24/2015	Student growth will be evident through academic achievement and grades.	6/9/2016 weekly
G3.B1.S1.MA1	Students ability to apply science vocabulary in context.	Fischer, Leah	8/24/2015	Data will be collected from various assessments.	6/9/2016 monthly
G3.B1.S1.MA1	Student work samples, classroom observations, vocabulary assessments	Fischer, Leah	8/24/2015	Student work samples will be collected, classroom observations, and vocabulary assessments will be taken and graded.	6/9/2016 monthly
G3.B1.S2.MA1	SSES will analyze assessment data.	Fischer, Leah	8/24/2015	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, and student achievement/ data.	6/9/2016 weekly
G3.B1.S2.MA1	Use of Science Boot Camp During Reading Intervention	Fischer, Leah	8/24/2015	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, and student achievement/ data.	6/9/2016 weekly

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.

G1. SSES will increase student attendance by creating a safe and engaging environment.

G1.B1 Lack of opportunities for students to engage in rigorous content.

G1.B1.S1 Increase attendance by implementing a "Fun Friday" for students who maintain good weekly attendance. Allow student choice in educational club participation during "Fun Friday".

PD Opportunity 1

Create and Organize Educational Clubs for "Fun Friday"

Facilitator

Tracy Choy, CRT

Participants

Teachers

Schedule

Weekly, from 10/6/2015 to 6/5/2016

PD Opportunity 2

PLC's will incorporate developing STEM activities

Facilitator

Wesley Thomas, Valerie Custer

Participants

SSES Teachers

Schedule

Monthly, from 9/2/2015 to 6/3/2016

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G1.B1.S3 Increase instructional technology in the classroom to improve student engagement.

PD Opportunity 1

Implement "Istation", "IReady" , or Safari Montage within the classroom.

Facilitator

Wesley Thomas

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G2. SSES will increase understanding, planning, delivery and accountability of standards based instruction with an emphasis on cross-curricular reading and writing.

G2.B3 Adoptive Math curriculum and assessments are new this year and all teachers have not had the in depth training.

G2.B3.S2 Provide Math Boot Camp for student in 4th and 5th grade.

PD Opportunity 1

Provide 4th and 5th grade teachers with Math Boot Camp Training.

Facilitator

Math Book Camp

Participants

4th and 5th Grade Teachers

Schedule

Weekly, from 9/10/2015 to 6/9/2016

G3. SSES will use cooperative structures and hands-on learning experiences for students through labs and engaging activities which will increase student achievement.

G3.B1 Students with limited background knowledge

G3.B1.S1 Content-specific science vocabulary will be presented daily.

PD Opportunity 1

SSES will identify content-specific science vocabulary through PLC and common planning.

Facilitator

Grade Level Chairpersons

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G3.B1.S2 Science Boot Camp will be utilized during Reading Intervention Groups to assist the lowest quartile.

PD Opportunity 1

SSES teachers will be trained to use Science Boot Camp Materials and implement them into Reading Intervention Groups.

Facilitator

J & J Boot Camp

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Create and Organize Educational Clubs for "Fun Friday"				$0.00
2	G1.B1.S1.A2	Create Weekly, Monthly, and Nine Week Attendance Incentives				$0.00
3	G1.B1.S1.A3	PLC's will incorporate developing STEM activities				$0.00
4	G1.B1.S2.A1	SSES will implement an Anti- Bullying Plan school wide and include lessons regarding Bullying and how to be a friend, and focus on a character trait of the month provided through the Lake County School Board's Code of Student Conduct.				$0.00
5	G1.B1.S2.A2	Safe environment provided through a single entry point, in addition parents, staff, and faculty will wear a picture ID or badge.				$0.00
6	G1.B1.S3.A1	Implement "Istation", "IReady" , or Safari Montage within the classroom.				$0.00
7	G1.B1.S4.A1	Continue using accountable talk with Kagan Structures and Thinking Maps, and training for Thinking Maps Writes.				$0.00
8	G1.B2.S1.A1	SSES will Create Literacy Nights, Report Card Nights, STEM Nights, Fall Festival, Field Day, Music Performances and MTSS for attendance				$0.00
9	G2.B1.S1.A1	Seminole Springs Elementary will implement PLCs and Common Planning Time				$4,037.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$4,037.00
			Notes: Collaborative Teaching Fund			
10	G2.B1.S2.A1	Thinking Maps Writes Professional Development which aligns the use of skills, strategies, and processes that will improve students" writings.				$2,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$2,760.00
			Notes: District Funds			
11	G2.B2.S1.A1	SSES will implement PLCs and Common Planning Time				$0.00
12	G2.B3.S1.A1	Teachers will utilize PLC's and common planning time.				$0.00
13	G2.B3.S2.A1	Provide 4th and 5th grade teachers with Math Boot Camp Training.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$0.00

Budget Data

				Notes: Notes SIA Funding			
14	**G3.B1.S1.A1**	**SSES will identify content-specific science vocabulary through PLC and common planning.**					**$4,037.00**
	Function	Object		Budget Focus	Funding Source	FTE	2015-16
				District-Wide	Other		$4,037.00
				Notes: Collaborative Teaching Fund			
15	**G3.B1.S2.A1**	**SSES teachers will be trained to use Science Boot Camp Materials and implement them into Reading Intervention Groups.**					**$2,783.00**
	Function	Object		Budget Focus	Funding Source	FTE	2015-16
				District-Wide	Other		$2,783.00
				Notes: SAI			
						Total:	**$13,617.00**