

Lake County Schools

Seminole Springs Elementary School



2016-17 Schoolwide Improvement Plan

Seminole Springs Elementary School

26200 W HUFF RD, Eustis, FL 32736

<https://sse.lake.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	D	C

**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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Seminole Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Students Succeed Every Day

2. School Environment

a. 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. Family Fitness 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.

b. 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 or 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 this year we are starting to develop with our students "The Leader in Me" and 7 Great Habits by implementing Standard Operating Procedures

c. 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 provides an overview of the new discipline policy, 2016-2017 Lake County Schools Code of Student Conduct and Policy Guide at the preplanning faculty and staff meeting. Teachers are required to review the policy the first week of school and document it in their plans. We continue reviewing the policy through out the year on the school's morning news. A process, (Lake County Schools Code of Conduct) is in place for discipline issues and in the Suspension Reduction Plan. 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. This year we are starting to develop with our students "The Leader in Me" and 7 Great Habits by implementing Standard Operating Procedures. Each month, per class, a student is selected for "Student of The Month" and "Terrific Kids" to celebrate their classroom success. Parents are invited to both events to watch their child be recognize.

Human Growth and Development and 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.

d. 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".

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	19	7	12	14	15	7	0	0	0	0	0	0	0	74	
One or more suspensions	4	7	7	0	7	5	0	0	0	0	0	0	0	30	
Course failure in ELA or Math	11	0	5	1	7	0	0	0	0	0	0	0	0	24	
Level 1 on statewide assessment	0	0	0	8	22	11	0	0	0	0	0	0	0	41	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	40	18	32	22	50	23	0	0	0	0	0	0	0	185

c. 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 Fridays
 Intervention Groups Reading and Math
 Leader in Me - 7 Habits of Effective People
 Suspension Reduction Plan
 Growth Mindset
 Mentoring
 Individual Behavior Plans
 LEAPS Lessons
 Science Boot Camp
 Accelerated Reader as a reading incentive
 Personalized Learning
 Differentiated Instruction
 Scaffolding for Depth of Knowledge
 STEM Activities
 4 H Club
 Robotic Club
 Steel Drum Band
 Kiwanis-Terrific Kids and Bringing Up Grades (BUGS) recognition
 Student of the Month
 Pre-K Testing
 Istation
 IReady
 Tuesday and Thursday afterschool dentations for behavior, completing work, and attendance
 Triumph Learning - Performance Coach, English, Language Arts - 5th
 Curriculum Associates - Ready Florida for Math- 4th
 TIMES Read - 4th
 Curriculum Associates - Ready Florida for Math and English Language Arts - 3rd

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

SSSES 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 located on our school's 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 a Steel Drum Band in which students participate in activities all year. SSSES provides a Meet The Teacher, Curriculum Night, two Report Card Nights, Literacy Night, Family Fitness Night, Science Fair Night and a STEM Night. Students and parents have fun during these after-school learning events. We also have three clubs that meet after school - Steel Drum Band, Robotics Club and 4-H. More than once during the 2015-2016 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. Class Dojo is also being used by teachers to provide a communication platform where videos, photos, and examples of students working hard and being good citizens. 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 2016 for volunteer support.

2. 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
Publix at Sorrento Springs provides supplies and other items for students
Century LINK and Seacoast Bank donated office supplies and items for the classroom
Coastal Conservation Association donated buckets towards our Bucket Drumming Class
Burger King, Applebees , and del Sol Mexican Restaurant provides certificates for kids meals
Breakpoint Bowling provides certificates for free bowling

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Jackson, Angie	Principal
Abston, Midge	Assistant Principal
Tutin, Ashton	Other
Schnovel, Jade	School Counselor
Horton, Jenna	Instructional Coach
Hargroves, Maria	Other

b. Duties

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

Administrators (Leah Fischer and Midge Abston) – 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 (Tracy Choy and Wesley Thomas) – 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 (Debbie Ortega) – 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 (Valentina Jolta)– Provides professional development, collaborates with parents,

teachers, administrators, and MTSS Teams in organizing effective academic and behavioral interventions, diagnosing and evaluating all students with psycho-educational services needs.

School Social Worker (Tiffany Dickson) - Assist in meeting the physical, social-emotional and developmental needs of student in order to promote effective learning and successful academic achievement, and supports the MTSS process.

ESE School Specialist and Potential Specialist (Maria Hargroves) – 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. Also, insure effective communication between home, school, teacher and administrator to work on academic improvement of identified at-risk students.

2. 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 and grouping of students, and review student data to identify students' 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 Boot Camp and Triumph Learning - Performance Coach, English Language Arts materials, and supplemental reading and math materials from Curriculum Associates for 3rd and 4th grade students.

Title X Homeless will provide tutoring for homeless students.

A Violence Prevention program was provided through Safe Schools, (Anti Bullying Program).

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Angie	Principal
Horton, Jenna	Instructional Coach
Bitter, Dee Dee	Teacher, K-12
Souders-Priebe, Stacy	Teacher, K-12
Quisenberry, Laura	Teacher, K-12
Williams, Lisa	Teacher, K-12
Hargroves, Maria	Teacher, K-12
Purdham, Patricia	Instructional Media
McDonald, Trey	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 activities

*Family Literacy Night and activities

*Reading incentives

*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

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. 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 be receiving funding for Collaborative Planning and then it will be determined the goals for the funds. Administrators will also seek creative means to continue extra support for planning and Professional Learning.

2. 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 based on the new teacher's instructional strength. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 by each grade group 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.

b. Instructional Strategies

1. 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 monthly 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 month (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. 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. Steel Drum Band, 4H, and Robotics' Club will be provided for students after school to support the ENRICHMENT and ACCELERATION of our students.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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 and day program are 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.

The guidance counselor will meet with the middle schools to articulate placement of incoming 5th graders.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Seminole Springs Elementary School will build a culture for student ownership for academics, behavior and attendance.
- G2.** Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in reading which will be indicated by students increased score on the English Language Arts (ELA) Florida Standards Assessment (FSA) (Reading gains 65% and lowest 25% gains at 50%) and Istation (80%).
- G3.** Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in math as indicated by students increased score on the Math Florida Standards Assessment (math gains to 67%, and lowest 25% to improve to 50%) and iReady (80%).
- G4.** Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing at least 4 STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, and hands-on learning experiences will be provided.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Seminole Springs Elementary School will build a culture for student ownership for academics, behavior and attendance. 1a

G086782

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	6.5
Attendance Below 90%	71.0
ELA Achievement District Assessment	80.0
Math Achievement District Assessment	80.0
ELA/Reading Gains	65.0
FCAT 2.0 Science Level 3	70.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	67.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Students need to take ownership of their academics, behavior, attendance, work ethics to create a culture shift.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Leader in Me - 7 Habits, Mindset The New Psychology of Success, Book Study, Student activities, Data graphing, Student led conferences, Student surveys

Plan to Monitor Progress Toward G1. 8

Data will be collected from students' academic and behavior goal sheets to determine progress.

Person Responsible

Angie Jackson

Schedule

Monthly, from 10/24/2016 to 5/12/2017

Evidence of Completion

Monthly data chats, review of student progress

G2. Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in reading which will be indicated by students increased score on the English Language Arts (ELA) Florida Standards Assessment (FSA) (Reading gains 65% and lowest 25% gains at 50%) and Istation (80%). 1a

G086783

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack of vocabulary, background knowledge and basic foundational reading skills.
- Teachers inconsistent use and lack of knowledge in using Istation test, data and resources support differentiation of standards-based reading instruction.
- Students arrive in a classroom with a variety of learning needs.
- Students are unable to think critically and answer higher order thinking questions in response to literature.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Istation, Thinking Maps, Literacy Coach, Curriculum Resource Teacher, ISIP Results, County Blueprints, Florida State Standards, McGraw-Hill Wonders Reading series, Science Boot Camp, Personalized Learning, Data Chats, Test Item Specifications and Rubrics, Interactive Notebooks/Journals, Curriculum Night, Literacy Week, STEM Night, CPALMS, Triumph Learning 5th grade- Performance Coach ELA, 4th Grade- Time For Kids, 3rd Grade-Curriculum Associates Ready ELA.

Plan to Monitor Progress Toward G2. 8

Istation monthly reports, student samples and classroom grades will be collected and reviewed by the Leadership Team to determine if progress was made.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Istation data, classroom grades and student samples will be monitored monthly to determined progress.

G3. Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in math as indicated by students increased score on the Math Florida Standards Assessment (math gains to 67%, and lowest 25% to improve to 50%) and iReady (80%). 1a

G086784

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
Math Achievement District Assessment	80.0
Math Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Teachers inconsistent use and lack of knowledge of conceptual understanding, procedural skills, and math application.
- Students are deficient in math facts fluency.
- The students lack of necessary reading skills needed to break down word problems in the math curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- County Professional Development, i Ready, Data, Demonstration of Math Lessons, Blueprints, Florida State Standards, Thinking Maps, 8 Mathematical Practices, STEM Activities, Pearson enVision Math, Interactive Notebooks/Journals, STEM Night, CPALMS.

Plan to Monitor Progress Toward G3. 8

Progress made towards the math goal will be conducted by reviewing county professional development attendance, lesson plans, iReady training and data, and Classroom Walkthrough data.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Professional Development attendance and lesson plans, iReady data, and Classroom Walkthroughs

G4. Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing at least 4 STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, and hands-on learning experiences will be provided. 1a

G086785

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Students have limited background knowledge in science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Interactive Science curriculum, Science Boot Camp, Thinking Maps, Interactive Notebooks/Journals, STEM Night, CPALMS, Trout Lake Fieldtrips, 4-H Club, Robotics Club, Lake County Benchmark Assessments, Science Curriculum Blueprints, County Professional Development

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Angie Jackson

Schedule

Biweekly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Student growth will be evident through academic achievement, benchmark assessments 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. Seminole Springs Elementary School will build a culture for student ownership for academics, behavior and attendance. **1**

 **G086782**

G1.B1 Students need to take ownership of their academics, behavior, attendance, work ethics to create a culture shift. **2**

 **B230692**

G1.B1.S1 Teachers will complete a book study on "The Leader in Me" and implement 7 Habits of Healthy Kids in the classroom to promote a more positive school environment. **4**

 **S243377**

Strategy Rationale

If teachers facilitate students to develop leader skills, then students will better understand their roles in learning and creating a positive learning environment.

Action Step 1 **5**

Teachers will be supplied "The Leader in Me" and book study worksheets.

Person Responsible

Midge Abston

Schedule

Monthly, from 10/3/2016 to 5/12/2017

Evidence of Completion

Sign-out sheet for the book, book student material

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

A schedule will be implemented and chapter discussion notes will be collected.

Person Responsible

Angie Jackson

Schedule

Monthly, from 10/3/2016 to 5/12/2017

Evidence of Completion

Sign-in sheets, discussion notes, and implementation of the 7 Habits

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

Teachers will begin implementation of the 7 Habits within their classroom and monitor students' goal sheets.

Person Responsible

Angie Jackson

Schedule

Monthly, from 10/24/2016 to 5/12/2017

Evidence of Completion

Students progress on their academic and behavior goal sheets. Referrals and grades will be monitored monthly at the data chats.

G1.B1.S2 Teachers will complete a book study on "Mindset The New Psychology of Success to support a Growth Mindset instead of a Fixed Mindset. 4

 S243378

Strategy Rationale

If teachers teach students how to think in a more positive way then students will be able to overcome the obstacles that are causing them to be unsuccessful.

Action Step 1 5

Teachers will be provided the book "Mindset" and book study materials.

Person Responsible

Angie Jackson

Schedule

Monthly, from 1/9/2017 to 5/12/2017

Evidence of Completion

Sign-out and sign-in sheets, completion of book study forms, student goal sheets

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

Teachers will provide discussion notes from their monthly meetings on their book study of the "Mindset."

Person Responsible

Angie Jackson

Schedule

Monthly, from 1/9/2017 to 5/12/2017

Evidence of Completion

Sign in sheets will be collected as well as discussion notes, student academic goal sheets will be reviewed during monthly data sheets.

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

Students' academic goal sheets will be reviewed during monthly data chats to monitor student progress.

Person Responsible

Angie Jackson

Schedule

Monthly, from 1/9/2017 to 5/12/2017

Evidence of Completion

Documentation of monthly data chats and progress monitoring of student success through academic goal sheets.

G2. Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in reading which will be indicated by students increased score on the English Language Arts (ELA) Florida Standards Assessment (FSA) (Reading gains 65% and lowest 25% gains at 50%) and Istation (80%). 1

 G086783

G2.B1 Students lack of vocabulary, background knowledge and basic foundational reading skills. 2

 B230693

G2.B1.S1 We will implement monthly Data Chats to review Istation data and classroom grades. 4

 S243379

Strategy Rationale

If we identify individual and classroom deficiencies in reading skills, then instruction can be modified and differentiated to meet student needs.

Action Step 1 5

The Leadership Team will create a monthly schedule to review Istation data and classroom grades, and have Data Chats with teachers.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Istation assessments will be collected and analyzed during Leadership meetings and at Data Chats.

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

Develop a monthly schedule for Data Chats, collect and access data, and make changes to reading instruction.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Monthly Data Chats notes and sign-in sheets

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

Monitor Istation data and classroom grades, review data with teachers during Data Chats, and review instructional approaches that were used to identify effectiveness and areas that need revisions.

Person Responsible

Jenna Horton


Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion


Leadership Team will monitor and attend scheduled monthly Data Chats to review Istation reports and class grades for improved reading scores.

G2.B2 Teachers inconsistent use and lack of knowledge in using Istation test, data and resources support differentiation of standards-based reading instruction. 2

 B230694

G2.B2.S1 Professional Development regarding Istation resources, data and test scores will be provided.

4

 S243380

Strategy Rationale

If Teachers attend Professional Development to enhance their reading instruction by using Istation resources, then student achievement will increase.

Action Step 1 5

Teachers will attend Professional Development on Istation to understand and implement reading resources into their lessons.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Faculty monthly meetings sign-in sheets and agendas

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

Develop and utilize monthly trainings on Istation for reading skills.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Meeting agendas, Sign-ins

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

Leadership Team will conduct Classroom Walkthroughs to monitor reading lessons to ensure implementation and the effectiveness of strategies learned from the Professional Development.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 9/1/2016 to 5/12/2017


Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Istation Data

G2.B3 Students arrive in a classroom with a variety of learning needs. 2

 B230695

G2.B3.S1 Teachers will implement Personalized Learning strategies in the reading classroom. 4

 S243381

Strategy Rationale

If teachers implement Personalized Learning reading strategies, then students are provided differentiated instruction based on individual needs.

Action Step 1 5

Teachers will begin Professional Development in Personalized Learning.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/4/2016 to 5/12/2017

Evidence of Completion

Lesson plans, Standard Operating Procedures, Choice Boards, Monthly meeting sign-in sheets and agendas

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

Monthly meetings will be scheduled to support implementation of Personalized Learning.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/4/2016 to 5/12/2017

Evidence of Completion

The evidence collected will be lesson plans, choice boards, and Classroom Walkthrough data.

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

Attend monthly meetings for Personalized Learning and develop instructional strategies to meet students learning needs.

Person Responsible

Midge Abston


Schedule

Monthly, from 8/4/2016 to 5/12/2017

Evidence of Completion

Monthly meeting agendas and sign-in sheets, lesson plans, and Classroom Walkthroughs will be collected to monitor the implementation of Personalized Learning.

G2.B4 Students are unable to think critically and answer higher order thinking questions in response to literature. 2

 B230696

G2.B4.S1 Teachers receive Professional Development on Thinking Maps and Thinking Maps Writes and Beyond. 4

 S243382

Strategy Rationale

If strategies from Thinking Maps are used to help students organize their thoughts, dissect text and respond in writing to literature, then their reading comprehension and response to text will improve.

Action Step 1 5

Schedule trainings for Thinking Maps and Thinking Maps Writes and Beyond

Person Responsible

Jenna Horton

Schedule

Quarterly, from 8/24/2016 to 5/12/2017

Evidence of Completion

TrueNorth Logic confirmation of attendance, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Meeting with teachers to determine their needs for training, having them register for the training, and observe lessons taught using Thinking Maps.

Person Responsible

Jenna Horton

Schedule

Quarterly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Meeting notes, emails, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teachers will use Thinking Maps in their classroom to increase students' reading skills.

Person Responsible

Jenna Horton

Schedule

Quarterly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Student samples, Istation Data

G3. Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in math as indicated by students increased score on the Math Florida Standards Assessment (math gains to 67%, and lowest 25% to improve to 50%) and iReady (80%). 1

 G086784

G3.B1 Teachers inconsistent use and lack of knowledge of conceptual understanding, procedural skills, and math application. 2

 B230697

G3.B1.S1 Teachers will attend Professional Development for math content in understanding the Scope and Sequence, County Blueprints, Florida State Standards and iReady. 4

 S243383

Strategy Rationale

If teachers attend Math Professional Development, then they will understand the Scope and Sequence, County Blueprints and Florida State Standards, and iReady which will improve students' knowledge of procedural skills and math application.

Action Step 1 5

Administration will designate teachers to register and attend professional development in math content from the Lake County Schools Curriculum Department and iReady training at SSES.

Person Responsible

Angie Jackson

Schedule

Monthly, from 6/15/2016 to 5/12/2017

Evidence of Completion

TrueNorth Logic Attendance, Lesson Plans, Classroom Walkthroughs, iReady Attendance, Data

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

Teachers will attend county professional development and iReady training, and implement learned strategies into their lesson plans.

Person Responsible

Angie Jackson

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Lesson plans will be reviewed weekly and classroom walkthroughs will monitor the implementation of the lessons, and iReady data.

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

Administration will review lesson plans, conduct Classroom Walkthroughs and collect iReady data to monitor learned strategies in math and it's effectiveness.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 8/10/2016 to 5/12/2017


Evidence of Completion

Review of weekly lesson plans, schedule classroom walkthroughs to collect data for math look-fors, iReady data to determine students' growth and determine instructional changes that need to be made

G3.B2 Students are deficient in math facts fluency. **2**

 B230698

G3.B2.S1 Use math fluency research based strategies that will increase math facts. **4**

 S243384

Strategy Rationale

If students are fluent in their math facts, then their math scores will improve.

Action Step 1 **5**

Determine fluency strategies, monitor effectiveness and make instructional changes as needed.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Will monitor strategies and materials used to improve math fluency.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Monitor the strategies that are implemented, review materials, and iReady data.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/31/2016 to 5/12/2017

Evidence of Completion

Materials reviewed, lesson plans and iReady data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

The Leadership Team will monitor math strategies, review materials, and iReady data.

Person Responsible

Ashton Tutin

Schedule

Monthly, from 8/31/2016 to 5/12/2017

Evidence of Completion

Increase in iReady data

G3.B3 The students lack of necessary reading skills needed to break down word problems in the math curriculum. 2

 B230699

G3.B3.S1 Teachers will use Thinking Maps to organize word problems, model how to read for understanding, and students will be held accountable to participate in "accountable talk" to effectively solve word problems. 4

 S243385

Strategy Rationale

If students will be able to analyze and deconstruct word problems and real life scenarios, then they will be able to understand the correct mathematical operations to use and be able to solve the problems.

Action Step 1 5

Provide trainings to teachers on how to incorporate Thinking Maps into daily math lessons.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Model lessons at faculty meetings so teachers have a clear understanding of how to implement Thinking Maps into their math lessons. Teachers will share student work to demonstrate teacher implementation of Thinking Maps.

Person Responsible

Ashton Tutin

Schedule

Monthly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Student Work, Student grades, iReady data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Classroom Walkthroughs to observe teachers using Thinking Maps in math, and students samples will be used to monitor the implementation of Thinking Maps.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/20/2016 to 5/12/2017

Evidence of Completion

Student Work

G4. Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing at least 4 STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, and hands-on learning experiences will be provided. 1

G086785

G4.B1 Students have limited background knowledge in science. 2

B230700

G4.B1.S1 Science Boot Camp will be utilized in fifth grade science classrooms to reinforce standards taught. 4

S243386

Strategy Rationale

If 5th grade teachers implement Science Boot Camp in the science classroom, then student achievement will increase.

Action Step 1 5

Fifth grade SSES teachers will be trained to use Science Boot Camp Materials and implement the boot camp materials in classrooms.

Person Responsible

Ashton Tutin

Schedule

Semiannually, from 9/30/2016 to 5/12/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Use of Science Boot Camp in the science classroom to supplement the core curriculum.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 9/30/2016 to 5/12/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

SSES will analyze assessment data.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 9/30/2016 to 5/12/2017

Evidence of Completion

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

G4.B1.S2 Staff development will be provided in STEM training to model science-based lessons geared towards inquiry-based teaching with labs. 4

 S243387

Strategy Rationale

If teachers use STEM lessons, then students engagement will improve and encourage students to develop critical thinking skills for real world problems.

Action Step 1 5

Teachers will attend Professional Development to learn how to teach an effective STEM lesson.

Person Responsible

Ashton Tutin

Schedule

Every 2 Months, from 10/12/2016 to 5/12/2017

Evidence of Completion

Agendas, Sign-in sheets, STEM activities

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The Leadership Team will review lesson plans, observe lessons being taught and the students work in completing lesson.

Person Responsible

Angie Jackson

Schedule

Every 2 Months, from 10/12/2016 to 5/12/2017

Evidence of Completion

Lessons plans will be monitored

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The Leadership Team will review lesson plans, observe lessons being taught and the students work in completing lesson.

Person Responsible

Angie Jackson

Schedule

Every 2 Months, from 10/12/2016 to 5/12/2017

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Interactive Notebooks

G4.B1.S3 STEM Night and Science Fair 4

 S243388

Strategy Rationale

If students participate in STEM night and Science Fair, then students and parents will work together and be involved in problem based learning activities which will increase knowledge of science standards.

Action Step 1 5

The Curriculum Resource Teacher will coordinate a STEM night and Science Fair for students and their families.

Person Responsible

Ashton Tutin

Schedule

Semiannually, from 10/19/2016 to 5/12/2017

Evidence of Completion

Parent sign-in sheets, STEM activities, Science Fair experiments, Event Flyer

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Planning, scheduling, and execution of STEM Night and Science Fair

Person Responsible

Ashton Tutin

Schedule

On 5/12/2017

Evidence of Completion

Invitations, Sign-in sheets, STEM Binder for the District, Participation in the Science Fair

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Check for scheduling, make sure flyers are designed and sent home, review activities, and feedback from parents on the effectiveness of activities

Person Responsible

Angie Jackson

Schedule

Every 2 Months, from 10/13/2016 to 5/12/2017













Evidence of Completion

Sign-in sheets, parent feedback






IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M326138	Data will be collected from students' academic and behavior goal sheets to determine progress.	Jackson, Angie	10/24/2016	Monthly data chats, review of student progress	5/12/2017 monthly
G2.MA1 M326147	Istation monthly reports, student samples and classroom grades will be collected and reviewed by...	Horton, Jenna	9/30/2016	Istation data, classroom grades and student samples will be monitored monthly to determined progress.	5/12/2017 monthly
G3.MA1 M326154	Progress made towards the math goal will be conducted by reviewing county professional development...	Jackson, Angie	8/10/2016	Professional Development attendance and lesson plans, iReady data, and Classroom Walkthroughs	5/12/2017 biweekly
G4.MA1 M326161	Weekly and Unit Assessments, Lab Data, Interactive Notebooks/Journals, Classroom Walk Throughs,...	Jackson, Angie	9/30/2016	Student growth will be evident through academic achievement, benchmark assessments and grades.	5/12/2017 biweekly
G1.B1.S1.MA1 M326134	Teachers will begin implementation of the 7 Habits within their classroom and monitor students'...	Jackson, Angie	10/24/2016	Students progress on their academic and behavior goal sheets. Referrals and grades will be monitored monthly at the data chats.	5/12/2017 monthly
G1.B1.S1.MA1 M326135	A schedule will be implemented and chapter discussion notes will be collected.	Jackson, Angie	10/3/2016	Sign-in sheets, discussion notes, and implementation of the 7 Habits	5/12/2017 monthly
G1.B1.S1.A1 A314877	Teachers will be supplied "The Leader in Me" and book study worksheets.	Abston, Midge	10/3/2016	Sign-out sheet for the book, book student material	5/12/2017 monthly
G2.B1.S1.MA1 M326139	Monitor Istation data and classroom grades, review data with teachers during Data Chats, and review...	Horton, Jenna	9/30/2016	Leadership Team will monitor and attend scheduled monthly Data Chats to review Istation reports and class grades for improved reading scores.	5/12/2017 monthly
G2.B1.S1.MA1 M326140	Develop a monthly schedule for Data Chats, collect and access data, and make changes to reading...	Horton, Jenna	9/30/2016	Monthly Data Chats notes and sign-in sheets	5/12/2017 monthly
G2.B1.S1.A1 A314879	The Leadership Team will create a monthly schedule to review Istation data and classroom grades,...	Horton, Jenna	9/30/2016	Istation assessments will be collected and analyzed during Leadership meetings and at Data Chats.	5/12/2017 monthly
G2.B2.S1.MA1 M326141	Leadership Team will conduct Classroom Walkthroughs to monitor reading lessons to ensure...	Jackson, Angie	9/1/2016	Classroom Walkthroughs, Lesson Plans, Istation Data	5/12/2017 biweekly
G2.B2.S1.MA1 M326142	Develop and utilize monthly trainings on Istation for reading skills.	Horton, Jenna	9/1/2016	Meeting agendas, Sign-ins	5/12/2017 monthly
G2.B3.S1.MA1 M326143	Attend monthly meetings for Personalized Learning and develop instructional strategies to meet...	Abston, Midge	8/4/2016	Monthly meeting agendas and sign-in sheets, lesson plans, and Classroom Walkthroughs will be collected to monitor the implementation of Personalized Learning.	5/12/2017 monthly
G2.B3.S1.MA1 M326144	Monthly meetings will be scheduled to support implementation of Personalized Learning.	Abston, Midge	8/4/2016	The evidence collected will be lesson plans, choice boards, and Classroom Walkthrough data.	5/12/2017 monthly
G2.B3.S1.A1 A314881	Teachers will begin Professional Development in Personalized Learning.	Abston, Midge	8/4/2016	Lesson plans, Standard Operating Procedures, Choice Boards, Monthly meeting sign-in sheets and agendas	5/12/2017 monthly
G2.B4.S1.MA1 M326145	Teachers will use Thinking Maps in their classroom to increase students' reading skills.	Horton, Jenna	9/1/2016	Student samples, Istation Data	5/12/2017 quarterly
G2.B4.S1.MA1 M326146	Meeting with teachers to determine their needs for training, having them register for the training,...	Horton, Jenna	9/1/2016	Meeting notes, emails, sign-in sheets	5/12/2017 quarterly
G2.B4.S1.A1 A314882	Schedule trainings for Thinking Maps and Thinking Maps Writes and Beyond	Horton, Jenna	8/24/2016	TrueNorth Logic confirmation of attendance, sign-in sheets	5/12/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1  M326148	Administration will review lesson plans, conduct Classroom Walkthroughs and collect iReady data to...	Jackson, Angie	8/10/2016	Review of weekly lesson plans, schedule classroom walkthroughs to collect data for math look-fors, iReady data to determine students' growth and determine instructional changes that need to be made	5/12/2017 biweekly
G3.B1.S1.MA1  M326149	Teachers will attend county professional development and iReady training, and implement learned...	Jackson, Angie	8/10/2016	Lesson plans will be reviewed weekly and classroom walkthroughs will monitor the implementation of the lessons, and iReady data.	5/12/2017 weekly
G3.B1.S1.A1  A314883	Administration will designate teachers to register and attend professional development in math...	Jackson, Angie	6/15/2016	TrueNorth Logic Attendance, Lesson Plans, Classroom Walkthroughs, iReady Attendance, Data	5/12/2017 monthly
G3.B2.S1.MA1  M326150	The Leadership Team will monitor math strategies, review materials, and iReady data.	Tutin, Ashton	8/31/2016	Increase in iReady data	5/12/2017 monthly
G3.B2.S1.MA1  M326151	Monitor the strategies that are implemented, review materials, and iReady data.	Abston, Midge	8/31/2016	Materials reviewed, lesson plans and iReady data	5/12/2017 monthly
G3.B2.S1.A1  A314884	Determine fluency strategies, monitor effectiveness and make instructional changes as needed.	Abston, Midge	8/10/2016	Will monitor strategies and materials used to improve math fluency.	5/12/2017 monthly
G3.B3.S1.MA1  M326152	Classroom Walkthroughs to observe teachers using Thinking Maps in math, and students samples will...	Jackson, Angie	9/20/2016	Student Work	5/12/2017 monthly
G3.B3.S1.MA1  M326153	Model lessons at faculty meetings so teachers have a clear understanding of how to implement...	Tutin, Ashton	9/6/2016	Student Work, Student grades, iReady data	5/12/2017 monthly
G3.B3.S1.A1  A314885	Provide trainings to teachers on how to incorporate Thinking Maps into daily math lessons.	Horton, Jenna	9/6/2016	Student work samples	5/12/2017 monthly
G4.B1.S1.MA1  M326155	SSES will analyze assessment data.	Jackson, Angie	9/30/2016	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, benchmark assessments and student achievement/data.	5/12/2017 biweekly
G4.B1.S1.MA1  M326156	Use of Science Boot Camp in the science classroom to supplement the core curriculum.	Jackson, Angie	9/30/2016	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, benchmark assessments, student achievement/data and student notebooks.	5/12/2017 biweekly
G4.B1.S1.A1  A314886	Fifth grade SSES teachers will be trained to use Science Boot Camp Materials and implement the boot...	Tutin, Ashton	9/30/2016	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, student achievement data and student notebooks	5/12/2017 semiannually
G1.B1.S2.MA1  M326136	Students' academic goal sheets will be reviewed during monthly data chats to monitor student...	Jackson, Angie	1/9/2017	Documentation of monthly data chats and progress monitoring of student success through academic goal sheets.	5/12/2017 monthly
G1.B1.S2.MA1  M326137	Teachers will provide discussion notes from their monthly meetings on their book study of the...	Jackson, Angie	1/9/2017	Sign in sheets will be collected as well as discussion notes, student academic goal sheets will be reviewed during monthly data sheets.	5/12/2017 monthly
G1.B1.S2.A1  A314878	Teachers will be provided the book "Mindset" and book study materials.	Jackson, Angie	1/9/2017	Sign-out and sign-in sheets, completion of book study forms, student goal sheets	5/12/2017 monthly
G4.B1.S2.MA1  M326157	The Leadership Team will review lesson plans, observe lessons being taught and the students work in...	Jackson, Angie	10/12/2016	Classroom Walkthroughs, Lesson Plans, Interactive Notebooks	5/12/2017 every-2-months
G4.B1.S2.MA1  M326158	The Leadership Team will review lesson plans, observe lessons being taught and the students work in...	Jackson, Angie	10/12/2016	Lessons plans will be monitored	5/12/2017 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1  A314887	Teachers will attend Professional Development to learn how to teach an effective STEM lesson.	Tutin, Ashton	10/12/2016	Agendas, Sign-in sheets, STEM activities	5/12/2017 every-2-months
G4.B1.S3.MA1  M326159	Check for scheduling, make sure flyers are designed and sent home, review activities, and feedback...	Jackson, Angie	10/13/2016	Sign-in sheets, parent feedback	5/12/2017 every-2-months
G4.B1.S3.MA1  M326160	Planning, scheduling, and execution of STEM Night and Science Fair	Tutin, Ashton	10/12/2016	Invitations, Sign-in sheets, STEM Binder for the District, Participation in the Science Fair	5/12/2017 one-time
G4.B1.S3.A1  A314888	The Curriculum Resource Teacher will coordinate a STEM night and Science Fair for students and...	Tutin, Ashton	10/19/2016	Parent sign-in sheets, STEM activities, Science Fair experiments, Event Flyer	5/12/2017 semiannually
G2.B2.S1.A1  A314880	Teachers will attend Professional Development on Istation to understand and implement reading...	Horton, Jenna	9/1/2016	Faculty monthly meetings sing-in sheets an agendas	5/19/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Seminole Springs Elementary School will build a culture for student ownership for academics, behavior and attendance.

G1.B1 Students need to take ownership of their academics, behavior, attendance, work ethics to create a culture shift.

G1.B1.S1 Teachers will complete a book study on "The Leader in Me" and implement 7 Habits of Healthy Kids in the classroom to promote a more positive school environment.

PD Opportunity 1

Teachers will be supplied "The Leader in Me" and book study worksheets.

Facilitator

Midge Abston

Participants

Teachers

Schedule

Monthly, from 10/3/2016 to 5/12/2017

G1.B1.S2 Teachers will complete a book study on "Mindset The New Psychology of Success to support a Growth Mindset instead of a Fixed Mindset.

PD Opportunity 1

Teachers will be provided the book "Mindset" and book study materials.

Facilitator

Leah Fischer

Participants

Teachers

Schedule

Monthly, from 1/9/2017 to 5/12/2017

G2. Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in reading which will be indicated by students increased score on the English Language Arts (ELA) Florida Standards Assessment (FSA) (Reading gains 65% and lowest 25% gains at 50%) and Istation (80%).

G2.B1 Students lack of vocabulary, background knowledge and basic foundational reading skills.

G2.B1.S1 We will implement monthly Data Chats to review Istation data and classroom grades.

PD Opportunity 1

The Leadership Team will create a monthly schedule to review Istation data and classroom grades, and have Data Chats with teachers.

Facilitator

Wesley Thomas and Istation Consultants

Participants

Teachers

Schedule

Monthly, from 9/30/2016 to 5/12/2017

G2.B2 Teachers inconsistent use and lack of knowledge in using Istation test, data and resources support differentiation of standards-based reading instruction.

G2.B2.S1 Professional Development regarding Istation resources, data and test scores will be provided.

PD Opportunity 1

Teachers will attend Professional Development on Istation to understand and implement reading resources into their lessons.

Facilitator

Wesley Thomas

Participants

Teachers

Schedule

Monthly, from 9/1/2016 to 5/19/2017

G2.B3 Students arrive in a classroom with a variety of learning needs.

G2.B3.S1 Teachers will implement Personalized Learning strategies in the reading classroom.

PD Opportunity 1

Teachers will begin Professional Development in Personalized Learning.

Facilitator

Kathy Halbig

Participants

Teachers

Schedule

Monthly, from 8/4/2016 to 5/12/2017

G2.B4 Students are unable to think critically and answer higher order thinking questions in response to literature.

G2.B4.S1 Teachers receive Professional Development on Thinking Maps and Thinking Maps Writes and Beyond.

PD Opportunity 1

Schedule trainings for Thinking Maps and Thinking Maps Writes and Beyond

Facilitator

Thomas Wesley, Trish Purdham, Professional Development Department

Participants

Teachers

Schedule

Quarterly, from 8/24/2016 to 5/12/2017

G3. Seminole Springs Elementary will increase understanding, planning, delivery, and differentiation of standards-based instruction in math as indicated by students increased score on the Math Florida Standards Assessment (math gains to 67%, and lowest 25% to improve to 50%) and iReady (80%).

G3.B1 Teachers inconsistent use and lack of knowledge of conceptual understanding, procedural skills, and math application.

G3.B1.S1 Teachers will attend Professional Development for math content in understanding the Scope and Sequence, County Blueprints, Florida State Standards and iReady.

PD Opportunity 1

Administration will designate teachers to register and attend professional development in math content from the Lake County Schools Curriculum Department and iReady training at SSES.

Facilitator

Lake County Curriculum Department and iReady Trainer

Participants

Teachers

Schedule

Monthly, from 6/15/2016 to 5/12/2017

G3.B3 The students lack of necessary reading skills needed to break down word problems in the math curriculum.

G3.B3.S1 Teachers will use Thinking Maps to organize word problems, model how to read for understanding, and students will be held accountable to participate in "accountable talk" to effectively solve word problems.

PD Opportunity 1

Provide trainings to teachers on how to incorporate Thinking Maps into daily math lessons.

Facilitator

Wesley Thomas, Trish Purdham, Therese Choy

Participants

Teachers

Schedule

Monthly, from 9/6/2016 to 5/12/2017

G4. Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing at least 4 STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, and hands-on learning experiences will be provided.

G4.B1 Students have limited background knowledge in science.

G4.B1.S1 Science Boot Camp will be utilized in fifth grade science classrooms to reinforce standards taught.

PD Opportunity 1

Fifth grade SSES teachers will be trained to use Science Boot Camp Materials and implement the boot camp materials in classrooms.

Facilitator

J & J Boot Camp

Participants

5th Grade Science Teachers

Schedule

Semiannually, from 9/30/2016 to 5/12/2017

G4.B1.S2 Staff development will be provided in STEM training to model science-based lessons geared towards inquiry-based teaching with labs.

PD Opportunity 1

Teachers will attend Professional Development to learn how to teach an effective STEM lesson.

Facilitator

Stephanie Burnett, Curriculum Department

Participants

Teachers

Schedule

Every 2 Months, from 10/12/2016 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be supplied "The Leader in Me" and book study worksheets.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0141 - Seminole Springs Elem. School	Other		\$0.00
			Notes: Received Grant from Safe Schools			
2	G1.B1.S2.A1	Teachers will be provided the book "Mindset" and book study materials.				\$0.00
3	G2.B1.S1.A1	The Leadership Team will create a monthly schedule to review Istation data and classroom grades, and have Data Chats with teachers.				\$0.00
4	G2.B2.S1.A1	Teachers will attend Professional Development on Istation to understand and implement reading resources into their lessons.				\$0.00
5	G2.B3.S1.A1	Teachers will begin Professional Development in Personalized Learning.				\$0.00
6	G2.B4.S1.A1	Schedule trainings for Thinking Maps and Thinking Maps Writes and Beyond				\$0.00
7	G3.B1.S1.A1	Administration will designate teachers to register and attend professional development in math content from the Lake County Schools Curriculum Department and iReady training at SSES.				\$0.00
8	G3.B2.S1.A1	Determine fluency strategies, monitor effectiveness and make instructional changes as needed.				\$0.00
9	G3.B3.S1.A1	Provide trainings to teachers on how to incorporate Thinking Maps into daily math lessons.				\$0.00
10	G4.B1.S1.A1	Fifth grade SSES teachers will be trained to use Science Boot Camp Materials and implement the boot camp materials in classrooms.				\$2,783.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$2,783.00
			Notes: SAI			
11	G4.B1.S2.A1	Teachers will attend Professional Development to learn how to teach an effective STEM lesson.				\$0.00
12	G4.B1.S3.A1	The Curriculum Resource Teacher will coordinate a STEM night and Science Fair for students and their families.				\$0.00
Total:						\$2,783.00