

Lake County Schools

Seminole Springs Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	73%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	B	A*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Seminole Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 and collaborates with the Cassia Community Club to sponsor a "Back to School Bash" 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.

There are structures in place to address school campus safety at Seminole Springs Elementary. A Discipline Ladder has been implemented with twelve steps to help students learn behavior expectations and consequences when rules are not followed. SSES will not tolerate behavior that is considered aggressive in nature. These may include, but are not limited to: aggressive physical behavior, physical attack, threatening, theft, racial slurs, etc. Students who exhibit these behaviors will be disciplined with a higher level of consequences immediately. Discipline data is used in MTSS meetings to drive the discussion and to determine the interventions that will be used to support the student. A school-wide de-escalation training will be offered this year for staff and teachers. Students may report safety issues related to them by telling an adult or anonymously reporting by putting the information in the mailbox outside the guidance counselors door.

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 will continue to develop with our students "The Leader in Me" and 7 Great Habits in our Standard Operating Procedures. We will also add to it by utilizing "The Growth Mindset" and using that to help with understanding where students are and building that forward. Students keep their own Data Notebook to track their behavior and set goals.

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, 2017-2018 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 where they receive a "PAWS" pencil, recognized on the morning news and can sit in the front of the cafeteria with a friend. This year we will continue to use "The Leader in Me" and 7 Great Habits with our students by continuing to implement these principles with our 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.

There are structures in place to address school campus safety at Seminole Springs Elementary. A Discipline Ladder has been implemented with twelve steps to help students learn behavior expectations and consequences when rules are not followed. SSES will not tolerate behavior that is considered aggressive in nature. These may include, but are not limited to: aggressive physical behavior, physical attack, threatening, theft, racial slurs, etc. Discipline data is used in MTSS meetings to drive the discuss and to determine the interventions that will be used to support the student. A school-wide de-escalation training will be offered this year for staff and teachers. Students may report safety issues related to them by telling an adult or anonymously reporting by putting the information in the mailbox outside the guidance counselors door. 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 individual or 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. CCOS service eligibility are contingent upon the type of insurance the family has available.

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". Our school guidance counselor will provide additional counseling as needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 monthly or earlier if needed to review the following:

Attendance information

Discipline information

Previous retention information

Level 1s on state testing

Lowest quartile

Classroom assessments

iReady Data

English Language Learners

The Lake County School District data which indicates our students with EWS indicators

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	16	10	8	21	17	20	0	0	0	0	0	0	0	92
One or more suspensions	5	2	1	3	1	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	15	8	5	3	6	0	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	8	17	30	0	0	0	0	0	0	0	55
	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	8	6	6	6	12	11	0	0	0	0	0	0	0	49

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

Attendance Meetings - Every Student, Every Day: A Community Toolkit

Incentives

Intervention Groups Reading and Math-PAWS

Leader in Me - 7 Habits of Effective People-

Suspension Reduction Plan

Growth Mindset

Mentoring

Individual Behavior Plans

LEAPS Lessons
Science (4th & 5th) and Math Boot Camp (4th)
Accelerated Reader
Differentiated Instruction
Scaffolding for Depth of Knowledge
STEM Activities
4 H Club
Robotic Club
Steel Drum Band
Art Club
Kiwaniis-Terrific Kids and Bringing Up Grades (BUGS) recognition
Student of the Month
Pre-K Testing
i-Ready for Math and Reading
Tuesday and Thursday afterschool dentations for behavior, completing work, and attendance
Curriculum Associates - Ready Florida for Math and Reading (3rd & 5th)
After school tutoring for ELL 1st -3rd - Supplementary Education for English Language Learners (SEELL) Program
After school tutoring for Families in Transition (FIT)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 located on our school's web-site. Parent Teacher Organization (PTO) has a Facebook page and the school is in progress of designing one too. 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. SSES provides a Meet The Teacher, Curriculum Night, two Report Card Nights, Literacy Night, Family Fitness Night, Science Fair Night, Family Fun Night, a Family Picnic and a STEM Night. Students and parents have fun during these after-school learning events. We also have four clubs that meet after school - Steel Drum Band, Robotics Club, 4-H and Art Club. During the 2017-2018 school year, we had a minimum of 80% 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 2017 for volunteer support.

A Spanish translator is provided for conferences, Parent Report Card Nights, and when requested. All important documentations are translated to Spanish and/or a Spanish speaking employee will call home to explain the document.

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 - Lake County Water Authority, Trout Lake, Our Vital Earth, Living Towers

*UF 4-H Division's Tropicana Speech Contest - Judges

*The school, and county Spelling Bees - PTO and Cassia Community Club provides trophies

*Steel Drum Band - Kiwanis

*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

*Saint Patrick's Catholic Church 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 Award

*The Kiwanis provide 4th & 5th graders with Thesauruses and Dictionaries

*Publix at Sorrento Springs provides supplies and other items for students

*Del Sol Mexican Restaurant provides certificates for kids meals

*Breakpoint Bowling provides certificates for free bowling

*Golden Corral provides food for events

*Our school participates in the Back To School Breakfast provided by the City of Eustis Chamber of Commerce

*Family Martial Arts Center - Master Wayne, Provides funds from SSES' students that enroll in his program and a Anti-Bullying presentation

*American Legion provides Halloween Safety Books for K-3rd, and the Medal of Honor to a boy and a girl in 5th grade that meets the criteria and present the awards at the 5th grade promotion

*Mid-Florida Pediatric Dentistry provides dental health presentation for students in K-2nd grade and dental hygiene for all students

*John's Nursery provides plants for the 5th grade promotion

*Seminole Springs Baptist Church provides Thanksgiving and Christmas meals and supplies to students

*Sorrento 4-H provides food and supplies to students

C. Effective Leadership

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
Grable, Vicky	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 – 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 (Sherry Thornton) - 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 (Vicky Grable) – 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 every two weeks or if needed sooner to problem solve and address the progress monitoring of the core instruction.

The Leadership Team, (Administration, CRT, Literacy coach, Guidance Counselor, ESE School Specialist) 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 (4th & 5th), and Curriculum Associates Ready Florida ELA (3rd) and Curriculum Associates Ready Florida Math (3rd & 5th)

Collaborative Planning Time Funds will provide teachers 4 half days for collaborative planning.

Title X Homeless will provide tutoring Family in Transitions (FIT) students.

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

School Plus Funding is used when educational items need to be purchased and have been voted for by the SAC. Funding from the SAC 's 2016-2017 budget of \$2958.09 was not used to purchase items.

IDEA Funds, \$3,853.00, were used to purchase learning resource materials for Students With Disabilities to enhance learning in the general inclusion education classroom and the self-contained classroom. Ten percent of the funding was used for the ESE office supplies.

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
Leah Fischer	Principal
Bridget Comeaux	Parent
Ramona Rodriguez	Education Support Employee
Vickie King	Parent
Kara Foster	Parent
Ashton Kimbrough	Teacher
Trish Purdham	Teacher
Irene Rodriguez	Parent
Pearly Moore	Parent
Cassie Webb	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

Teachers, Staff and the parents collect information of needs based on data and shares the information with the SAC committee. The SAC committee then review the information and obtains 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. The 2016-2017 School Improvement Plan was reviewed, finalized and submitted.

c. Preparation of the school's annual budget and plan

The SAC will obtain 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.

School Plus Funding is used when educational items need to be purchased and have been voted for by the SAC. Funding from the SAC 's 2016-2017 budget was \$2958.09, and the SAC didn't vote to purchase items.

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
Souders-Priebe, Stacy	Teacher, K-12
Williams, Lisa	Teacher, K-12
Purdham, Patricia	Instructional Media
Vidler, Tammy	Teacher, K-12
Quisenberry, Laura	Teacher, K-12
McDonald, Trey	Teacher, K-12
Bitter, Dee Dee	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
- *Thinking Maps and Thinking Maps Writes and Beyond
- *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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 the funds will pay for substitutes so teachers may have four half days of planning each nine-weeks. 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, ESE School Specialist 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, adopted texts and authentic literacy strategies. 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 grade level meetings, MTSS, data chats 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 and MTSS meetings are held monthly or every two weeks 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 Club, Robotics' Club, and Art 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: After School Program

Minutes added to school year: 3,465

Students that are ELL (1st-3rd) who are having difficulty with academics or recommended by their teacher will be invited for tutoring after school by certified volunteered teachers or highly qualified teacher assistants.

Strategy Rationale

If ELL students receive direct instruction after school, than students grades will improve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Angie, jacksona1@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 progress reports and grades.

Strategy: Extended School Day

Minutes added to school year: 3,465

ELL Student will receive 90 minutes once a week by volunteers (with an educational background) an intensive education curriculum to supplement their educational goals.

Strategy Rationale

If students receive this intensive learning opportunity, then their reading comprehension, English vocabulary, and mathematic comprehension will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Angie, jacksona1@lake.k12.fl.us

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

The following data will be used to determine effectiveness: Peabody Picture Vocabulary Test, and the Speech test Form A for expressive vocabulary.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 and the ESE School Specialist 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 school culture which supports student ownership of academics, behavior, and attendance.
- G2.** With high expectations, SSES will provide a coherent, content-rich curriculum that includes adequate opportunities for students to read, write, and have thoughtful conversations, 150 minutes per day in ELA, math, science, and social studies to prepare them for life in the 21st Century.
- G3.** Seminole Springs Elementary will facilitate students' differentiated learning goals through assigned interventions and acceleration.
- G4.** Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing four or more STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, hands-on learning experiences and opportunity to read, write and talk with partners 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 school culture which supports student ownership of academics, behavior, and attendance. 1a

G097915

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	6.5
Attendance Below 90%	71.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	70.0
Math Gains	53.0
FSA ELA Achievement	66.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to provide guidance to students to increase students' understanding of how their choices and actions, such as attendance and work ethic, can affect their academic success and behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Leader in Me - 7 Habits, Growth Mindset The New Psychology of Success, Book Study, Student activities, Data graphing, Student led conferences, Student surveys, Every Student, Everyday: A Community Tool Kit, Data Notebooks, Too Good for Drugs

Plan to Monitor Progress Toward G1. 8

Students' academic and behavior goal sheets, and attendance data will be reviewed to determine progress. This information will be reviewed during monthly data chats with teachers and leadership team to determine students' progress.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/8/2017 to 5/18/2018

Evidence of Completion

Monthly data chats, review of student academic, attendance and behavioral progress

G2. With high expectations, SSES will provide a coherent, content-rich curriculum that includes adequate opportunities for students to read, write, and have thoughtful conversations, 150 minutes per day in ELA, math, science, and social studies to prepare them for life in the 21st Century. 1a

G097916

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	58.0
FSA Mathematics Achievement	70.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	66.0
Math Gains	53.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Rigorous Florida Standards and appropriate Depth of Knowledge instruction, needs to improve to deepen students' knowledge.
- Students' engagement in authentic reading, writing, speaking and listening with peers across curriculum has not been consistent.
- Students have not been provided the opportunity to think critically and answer higher order thinking questions in response to literature and informational text.
- Students need more instruction and practice regarding the location and utilization of quality reading materials to increase their background knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Thinking Maps, Literacy Coach, Curriculum Resource Teacher, County Blueprints, Florida State Standards, McGraw-Hill Wonders Reading series, Science Boot Camp (4th & 5th), Math Boot Camp (4th) Data Chats, Collaborative Planning, Test Item Specifications and Rubrics, Interactive Notebooks/Journals, Curriculum Night, Literacy Week, STEM Night, CPALMS, 3rd & 5th Grade-Curriculum Associates Ready Math, Ready Florida ELA (3rd), Reading Material from Media Center, Safari Montage, DBQ, AR Testing, RACE Strategy - Restate, Answer, Cite, and Explain

Plan to Monitor Progress Toward G2. 8

The leadership team will monitor authentic student products, lesson plans and CWT data to determine growth towards goals.

Person Responsible

Midge Abston

Schedule

Every 2 Months, from 11/1/2017 to 5/24/2018

Evidence of Completion

Student products, AR testing, grades and SSR participation

G3. Seminole Springs Elementary will facilitate students' differentiated learning goals through assigned interventions and acceleration. 1a

G097917

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	70.0
FSA ELA Achievement	66.0
Math Gains	53.0
Statewide Science Assessment Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Current core reading materials do not emphasize phonics skills. Fluency, vocabulary, and comprehension strategies in all subject areas need intensive instruction.
- High performing students are not provided differentiated instruction.
- Collaborative Planning Time is not used to engage in action-oriented inquiry about student learning.

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, Fry Sight Words/Phrases, McGraw Hill Fluency Passages, Quick Reads, Science Boot Camp (4th & 5th), Math Boot Camp (4th), Ready Florida ELA (3rd & 5th), Ready Florida (3rd & 5th), Thinking Maps, Kagan Strategies

Plan to Monitor Progress Toward G3. 8

Leadership team will collect meeting notes and agendas to check for fidelity and progress monitoring data to determine the effectiveness of the strategy.

Person Responsible

Midge Abston

Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

CWT data, meeting notes

G4. Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing four or more STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, hands-on learning experiences and opportunity to read, write and talk with partners will be provided. 1a

G097918

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	70.0
Math Gains	53.0
FSA ELA Achievement	66.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to provide scaffolded instruction to build on 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, LEGO Club, Science Fair, Lake County Benchmark Assessments, Science Curriculum Blueprints, County Professional Development, Safari Montage, AR - Informational Text

Plan to Monitor Progress Toward G4. 8

The leadership team will collect Weekly and Unit Assessments, Lab Data, Interactive Notebooks/Journals, Classroom Walk Throughs, Boot Camp Assessments, Student Work Samples, Benchmark Assessments, STEM Portfolio rubric to determine progress towards the goal.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 9/25/2017 to 5/24/2018

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 school culture which supports student ownership of academics, behavior, and attendance. **1**

 G097915

G1.B1 Teachers need to provide guidance to students to increase students' understanding of how their choices and actions, such as attendance and work ethic, can affect their academic success and behavior.

2

 B263255

G1.B1.S1 Teachers will complete a book study on "Mindset The New Psychology of Success" to support a Growth Mindset instead of a Fixed Mindset. **4**

 S278803

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 9/1/2017 to 5/24/2018

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.S1 6

Teachers will provide discussion notes from their monthly meetings on their book study of the "Mindset." The Leadership Team will collect and review monthly notes from the meetings.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Sign in sheets will be collected as well as discussion notes, student academic goal sheets will be reviewed with students, and during monthly grade level data chats.

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

Students' academic goal sheets will be reviewed with students and grade level during monthly data chats to monitor student progress. The Leadership Team will look for teachers using the "Growth Mindset" verbiage when students are exhibiting "Fixed Mindsets" habits.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Documentation of monthly data chats and progress monitoring of student success through academic goal sheets, grades, attendance, progress reports, CWT and MTSS data.

G1.B1.S2 SSES will use "Every Student, Every Day: A Community Toolkit" to address and stop chronic absenteeism. 4

 S278804

Strategy Rationale

If we implement and monitor student attendance and use the resources from "Every Student, Every Day: A Community Toolkit", then attendance will improve.

Action Step 1 5

SSES will implement ESSA school wide.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 8/16/2017 to 5/24/2018

Evidence of Completion

Skyward attendance information, County Letters indicating days missed, Child Study Team Meetings

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

Attendance data will be collected from Skyward, and monthly Child Study Team Meetings will be held to provide interventions for improving attendance.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 8/16/2017 to 5/24/2018

Evidence of Completion

Meeting notes, Attendance records, MTSS, Child Student Team Meetings

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

Leadership Team will monitor attendance data to determine appropriate interventions and the Leadership Team will change the interventions if attendance has not improved.

Person Responsible

Angie Jackson

Schedule

Monthly, from 8/16/2017 to 5/24/2018

Evidence of Completion

Attendance Data

G1.B1.S3 Students will utilize a Data Notebook to help them write their own academic, behavior and attendance goals to encourage ownership of their own learning and personal goals. 4

 S278805

Strategy Rationale

If students use a Data Notebook, then the data kept will empower the students to become accountable for their own learning.

Action Step 1 5

Students will be provided with behavior, attendance and academic sheets for their Data Notebooks. Students will meet with teachers monthly to review progress and set new goals. The team leaders and support facilitators will meet with EWS students to encourage them to make better choices.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Students Notebooks, Skyward information for attendance, behavior and grades, monthly calendar schedule for support facilitators

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

Teachers, the leadership team, and support facilitators will meet with students to discuss their individual growth for academics, behavior, and attendance. A fidelity sheet will be included in the students' notebook so adults can document meetings and topic.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Data Notebooks, Skyward data, CWT, MTSS data, progress reports

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

The Leadership Team will meet monthly during data chats with teachers concerning the effectiveness of the Data Notebook and make changes as needed.

Person Responsible

Angie Jackson


Schedule

Monthly, from 9/25/2017 to 5/24/2018


Evidence of Completion

Data Notebooks, Skyward Data, CWT

G2. With high expectations, SSES will provide a coherent, content-rich curriculum that includes adequate opportunities for students to read, write, and have thoughtful conversations, 150 minutes per day in ELA, math, science, and social studies to prepare them for life in the 21st Century. **1**

 G097916

G2.B1 Rigorous Florida Standards and appropriate Depth of Knowledge instruction, needs to improve to deepen students' knowledge. **2**

 B263256

G2.B1.S1 Teachers will teach standards with rigor and provide ample time for students to practice their skills at the appropriate depth of knowledge required by each standard. **4**

 S278806

Strategy Rationale

If each standard is rigorously taught and students are provided time to practice and receive feedback, then they will be able to adjust their learning to the appropriate depth of knowledge and increase achievement on formative and summative assessments.

Action Step 1 **5**

The Leadership Team will schedule a half-day of collaborative planning each nine weeks so teachers can deconstruct standards, determine rigorous lessons, student activities, and reflect on prior teaching and review authentic student work. Data chats and MTSS Meetings will be held monthly.

Person Responsible

Jenna Horton

Schedule

Biweekly, from 9/7/2017 to 5/24/2018

Evidence of Completion

A schedule will be created for Collaborative Planning and Data Chats to review and analyze Assessments, standards, authentic student work, lesson plans, CWT and MTSS records.

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

A monthly schedule for Data Chats/MTSS, a half day planning every nine weeks, and a schedule for Literacy Coach meetings will be developed. The member from the leadership team that attends the meetings will collect meeting minutes, sign-in sheets, and data.

Person Responsible

Jenna Horton

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Monthly Data Chats and Collaborative Planning notes, and sign-in sheets.

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

The leadership team will monitor lready data and classroom grades, review data with teachers during Data Chats and Collaborative Planning, and review instructional approaches that were used to identify effectiveness and areas that need revisions.

Person Responsible

Jenna Horton


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Leadership Team will monitor and attend scheduled Data Chats and Collaborative Planning to review reports , instructional strategies, and class grades for improved reading, math and science scores.

G2.B2 Students' engagement in authentic reading, writing, speaking and listening with peers across curriculum has not been consistent. **2**

 B263257

G2.B2.S1 Teachers will demonstrate, model, and reinforce clear expectations for authentic literacy. **4**

 S278807

Strategy Rationale

If teachers model and allow students to engage in authentic literacy, then students will have more interest and become more actively engaged in the topic and or standard.

Action Step 1 **5**

Teachers will begin Professional Development in authentic literacy.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

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

The leadership team will create a schedule for Faculty and Literacy Coach meetings, and Professional Development Day on January 3rd, 2018 to focus on the implementation of Authentic Literacy.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The evidence collected will be lesson plans, literacy activities and Classroom Walkthrough data, interactive notebooks

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

The leadership will collect sign-in sheets from scheduled meetings/ trainings for Authentic Literacy. CWT will be conducted to gather evidence regarding the use of instructional strategies to meet students' learning needs and interests.

Person Responsible

Midge Abston

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G2.B3 Students have not been provided the opportunity to think critically and answer higher order thinking questions in response to literature and informational text. 2

B263258

G2.B3.S1 Teachers will be given opportunities to meet and share effective instructional strategies (such as Thinking Maps, Kagan Structures) and examine authentic student work. Teachers will determine how to adapt the strategies to facilitate critical thinking and higher order questioning in their lessons across all subject areas. 4

S278808

Strategy Rationale

If teachers are provided time to collaborate and implement effective strategies, then students will receive instruction that focuses on critical thinking, higher order questioning and authentic literacy across all subject areas. Students will have increased abilities to organize their thoughts, dissect text, respond in writing, discuss with peers, their reading comprehension and response to text will improve.

Action Step 1 5

The Literacy Coach will schedule collaborative planning once every two months to assist with deconstructing standards, developing rigorous lessons and student activities (Kagan and Thinking Maps) to increase critical thinking and higher order questioning, and authentic literacy.

Person Responsible

Jenna Horton

Schedule

Every 2 Months, from 10/10/2017 to 5/24/2018

Evidence of Completion

Attendance, Sign-in sheets

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

The monitoring of the implementation will be done through the collection of student products and other pertinent data at the scheduled collaborative planning with the literacy coach.

Person Responsible

Jenna Horton

Schedule

Quarterly, from 10/10/2017 to 5/24/2018

Evidence of Completion

Student work, meeting notes, agendas, feedback

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

The Leadership Team will monitor teachers use of critical thinking and higher order questioning strategies while including authentic literacy skills across the curriculum.

Person Responsible

Midge Abston

Schedule

Every 6 Weeks, from 10/10/2017 to 5/24/2018

Evidence of Completion

Student work samples, Data, CWT, lesson plans

G2.B4 Students need more instruction and practice regarding the location and utilization of quality reading materials to increase their background knowledge. 2

 B263259

G2.B4.S1 The Media Center provides students and teachers with a variety of quality, current reading materials in all subject areas to help build background knowledge and enhance authentic literacy experiences. 4

 S278809

Strategy Rationale

If students read quality, current reading materials of their interest, then student will build background knowledge and have a purposeful reason to read.

Action Step 1 5

The Media Specialist will provide guidance in selecting appropriate books and give reading instruction that is engaging and motivates students to be independent and intrinsically motivated readers.

Person Responsible

Patricia Purdham

Schedule

Weekly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, AR Results, Book Circulation, SSR Participation

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

Lesson plans will be reviewed for authentic literacy activities that will be supported by students checking out quality, current reading materials.

Person Responsible

Midge Abston

Schedule

Weekly, from 9/25/2017 to 5/24/2018

Evidence of Completion

CWT, Student products, Lesson Plans, Circulation of books, AR Tests

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

There will be an increase of books being checked out across all subject areas taught and an increase of students reading Sunshine Reader Books.

Person Responsible

Midge Abston


Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

CWT, Increase of circulation for all subject areas, Increase of Sunshine Reader Books, AR participation and increased scores and goals met

G3. Seminole Springs Elementary will facilitate students' differentiated learning goals through assigned interventions and acceleration. **1**

 G097917

G3.B1 Current core reading materials do not emphasize phonics skills. Fluency, vocabulary, and comprehension strategies in all subject areas need intensive instruction. **2**

 B263260

G3.B1.S1 Teachers will implement Practicing and Working Strong (PAWS) to provide 30 minutes or more for differentiated math and reading interventions. **4**

 S278810

Strategy Rationale

If students receive phonics, fluency, vocabulary, and comprehension strategies in all subject areas, then students will be able to increase fluency, and comprehension.

Action Step 1 **5**

Teachers will collect and compare data to create intervention groups for reading and math, and schedule 30 minutes/4 days per week for explicit instruction using support resources.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/7/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, iReady, Fidelity records, Data, Grades

Action Step 2 **5**

Teachers will collaborate to collect phonics resources and determine how to effectively use them to meet students' needs.

Person Responsible

Jenna Horton

Schedule

Every 2 Months, from 10/19/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, iReady, Fidelity records, Data, Grades

Action Step 3 5

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.

Person Responsible

Ashton Tutin

Schedule

Every 6 Weeks, from 9/25/2017 to 5/16/2018

Evidence of Completion

CWT, Thinking Maps, Classroom data

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

Teachers will monitor student progress using the MTSS Student Fidelity worksheet and the Leadership Team will provide support for the interventions and resources for PAWS grouping.

Person Responsible

Angie Jackson

Schedule

Daily, from 9/20/2017 to 5/24/2018

Evidence of Completion

PAWS Lesson Plans, CWT, Data, Fidelity Worksheets, classroom walkthroughs will monitor the implementation of the lessons, and iReady Reading and Math Data, STAR

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

Administration will monitor student progress using the MTSS Student Fidelity worksheet, review PAWS lesson plans, conduct Classroom Walkthroughs and collect data to determine effectiveness of interventions.

Person Responsible

Angie Jackson

Schedule

Biweekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Review of weekly lesson plans, schedule classroom walkthroughs to collect data, Reading and Math iReady data, grades, and student work to determine students' growth.

G3.B2 High performing students are not provided differentiated instruction. 2

 B263261

G3.B2.S1 Teachers will provide acceleration time (PAWS) to foster interests and a love of learning in a wide variety of fields and disciplines. Curriculum and instruction is designed to engage students in authentic inquiries into major concepts and ideas of a field through critical, creative, and problem-based thinking/learning 4

 S278811

Strategy Rationale

If students are provided acceleration opportunities (PAWS), then students will excel to the next level of learning.

Action Step 1 5

Teachers will collect data, determine students' level of performance, group students, and provide enrichment curriculum to accelerate learning across subject areas.

Person Responsible

Ashton Tutin

Schedule

Daily, from 9/25/2017 to 5/24/2018

Evidence of Completion

STEM Activity Data, Literature reports, Student work products, Data Notebooks, I-Ready Reports, Science Benchmark Assessment (5th grade)

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

The leadership team will conduct CWT during PAWS to check for fidelity.

Person Responsible

Midge Abston

Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Student Data Notebooks, CWT, Teacher Lesson Plans, I-Ready Reports

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

Teachers will monitor their students' performance in all academic areas, grades, and progress monitoring.

Person Responsible

Midge Abston

Schedule


Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Student Data Notebook, Lesson Plans, CWT, I-Ready Reports

G3.B3 Collaborative Planning Time is not used to engage in action-oriented inquiry about student learning.

2

 B263262

G3.B3.S1 Collaborative Planning Time will be used for teachers to develop meaningful and relevant learning experiences for students. 4

 S278812

Strategy Rationale

If teachers use Collaborative Planning Time effectively, then teachers will provide meaningful and relevant learning experiences for students.

Action Step 1 5

The leadership team will schedule time for Collaborative Planning Time and provide the "Four Critical Questions of a Professional Learning Community" (Anthony Reibel) to help engage discussion for action-oriented inquiry about student learning.

Person Responsible

Angie Jackson

Schedule

Quarterly, from 9/7/2017 to 5/24/2018

Evidence of Completion

Attendance, Notes, and Action Steps

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

Lesson Plans, Collaborative Planning Time meeting notes, and CWT data will be reviewed by the Leadership Team. Leadership will provide additional support as needed with instructional strategies to improve their teaching and student learning.

Person Responsible

Angie Jackson

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

CWT data, Collaborative Planning notes, Lesson Plans, grades

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

Administration will make sure that Collaborative Planning Time is protected from interruptions. Leadership will review teachers' answers from the Four Critical Questions of Professional Learning Community (Anthony Reibel), to determine additional support needed.

Person Responsible

Angie Jackson


Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning Time notes, Lesson Plans

G4. Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing four or more STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, hands-on learning experiences and opportunity to read, write and talk with partners will be provided. 1

 G097918

G4.B1 Teachers need to provide scaffolded instruction to build on limited background knowledge in science. 2

 B263263

G4.B1.S1 Science Boot Camp will be utilized in 4th and 5th grade science classrooms to reinforce standards taught. 4

 S278813

Strategy Rationale

If 4th and 5th grade teachers implement Science Boot Camp in the science classroom, then student achievement will increase.

Action Step 1 5

4th and 5th 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

Daily, from 9/26/2017 to 5/24/2018

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

Teachers' documentation and classroom observation regarding the use of Science Boot Camp will be used to monitor the fidelity of implementation.

Person Responsible

Angie Jackson

Schedule

Monthly, from 9/27/2016 to 5/24/2018

Evidence of Completion

This will be exhibited through lesson plans, CWT, benchmark assessments, student achievement/data and student notebooks.

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

The leadership team will monitor and analyze assessment data.

Person Responsible

Angie Jackson

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

This will be exhibited through lesson plans, CWT, benchmark assessments and student achievement/data.

G4.B1.S2 Students in grades K-5 will participate in school-wide Science Fair and all students and families will be invited to participate in a STEM Night which will include at least 6 hands-on STEM activities facilitated by teachers. 4

 S278814

Strategy Rationale

When students and parents participate in STEM night and the Science Fair, they will work together on problem based learning activities, which will increase students' knowledge of science standards.

Action Step 1 5

The Curriculum Resource Teacher will coordinate a STEM and Science Fair Night for students and their families, and the STEM Committee will gather resources and coordinate with teachers to ensure that the criteria for the STEM School Award is met.

Person Responsible

Ashton Tutin

Schedule

Semiannually, from 9/19/2017 to 5/24/2018

Evidence of Completion

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

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

Planning, scheduling, execution of STEM Night and Science Fair, and compilation of STEM School Portfolio will be used to monitor fidelity and implementation of activities.

Person Responsible

Ashton Tutin

Schedule

Quarterly, from 9/19/2017 to 5/24/2018

Evidence of Completion

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

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

Administration will check for scheduling, make sure flyers are designed and sent home, review activities, and feedback from parents on the effectiveness of activities, and ensure the STEM Portfolio meets Gold criteria.

Person Responsible

Angie Jackson






Schedule

Every 2 Months, from 9/19/2017 to 5/24/2018


Evidence of Completion

Sign-in sheets, parent feedback, STEM Portfolio rubric











IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A3  A375672	Teachers will use Thinking Maps to organize word problems, model how to read for understanding, and...	Tutin, Ashton	9/25/2017	CWT, Thinking Maps, Classroom data	5/16/2018 every-6-weeks
G1.MA1  M405982	Students' academic and behavior goal sheets, and attendance data will be reviewed to determine...	Jackson, Angie	9/8/2017	Monthly data chats, review of student academic, attendance and behavioral progress	5/18/2018 monthly
G1.B1.S1.MA1  M405976	Students' academic goal sheets will be reviewed with students and grade level during monthly data...	Jackson, Angie	9/1/2017	Documentation of monthly data chats and progress monitoring of student success through academic goal sheets, grades, attendance, progress reports, CWT and MTSS data.	5/18/2018 monthly
G2.MA1  M405991	The leadership team will monitor authentic student products, lesson plans and CWT data to determine...	Abston, Midge	11/1/2017	Student products, AR testing, grades and SSR participation	5/24/2018 every-2-months
G3.MA1  M405998	Leadership team will collect meeting notes and agendas to check for fidelity and progress...	Abston, Midge	9/25/2017	CWT data, meeting notes	5/24/2018 monthly
G4.MA1  M406003	The leadership team will collect Weekly and Unit Assessments, Lab Data, Interactive...	Jackson, Angie	9/25/2017	Student growth will be evident through academic achievement, benchmark assessments and grades.	5/24/2018 biweekly
G1.B1.S1.MA1  M405977	Teachers will provide discussion notes from their monthly meetings on their book study of the...	Jackson, Angie	9/1/2017	Sign in sheets will be collected as well as discussion notes, student academic goal sheets will be reviewed with students, and during monthly grade level data chats.	5/24/2018 monthly
G1.B1.S1.A1  A375663	Teachers will be provided the book "Mindset" and book study materials.	Jackson, Angie	9/1/2017	Sign-out and sign-in sheets, completion of book study forms, student goal sheets	5/24/2018 monthly
G2.B1.S1.MA1  M405983	The leadership team will monitor Iready data and classroom grades, review data with teachers during...	Horton, Jenna	8/10/2017	Leadership Team will monitor and attend scheduled Data Chats and Collaborative Planning to review reports, instructional strategies, and class grades for improved reading, math and science scores.	5/24/2018 monthly
G2.B1.S1.MA1  M405984	A monthly schedule for Data Chats/ MTSS, a half day planning every nine weeks, and a schedule for...	Horton, Jenna	9/18/2017	Monthly Data Chats and Collaborative Planning notes, and sign-in sheets.	5/24/2018 monthly
G2.B1.S1.A1  A375666	The Leadership Team will schedule a half-day of collaborative planning each nine weeks so teachers...	Horton, Jenna	9/7/2017	A schedule will be created for Collaborative Planning and Data Chats to review and analyze Assessments, standards, authentic student work, lesson plans, CWT and MTSS records.	5/24/2018 biweekly
G2.B2.S1.MA1  M405985	The leadership will collect sign-in sheets from scheduled meetings/ trainings for Authentic...	Abston, Midge	8/10/2017	Monthly meeting agendas and sign-in sheets, lesson plans, and Classroom Walkthroughs will be collected to monitor the implementation of authentic literacy.	5/24/2018 monthly
G2.B2.S1.MA1  M405986	The leadership team will create a schedule for Faculty and Literacy Coach meetings, and...	Abston, Midge	8/10/2017	The evidence collected will be lesson plans, literacy activities and Classroom Walkthrough data, interactive notebooks	5/24/2018 monthly
G2.B2.S1.A1  A375667	Teachers will begin Professional Development in authentic literacy.	Abston, Midge	8/10/2017	Lesson plans, Standard Operating Procedures, Choice Boards, Monthly meeting sign-in sheets and agendas, CWT, interactive notebooks	5/24/2018 monthly

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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
G2.B3.S1.MA1  M405987	The Leadership Team will monitor teachers use of critical thinking and higher order questioning...	Abston, Midge	10/10/2017	Student work samples, Data, CWT, lesson plans	5/24/2018 every-6-weeks
G2.B3.S1.MA1  M405988	The monitoring of the implementation will be done through the collection of student products and...	Horton, Jenna	10/10/2017	Student work, meeting notes, agendas, feedback	5/24/2018 quarterly
G2.B3.S1.A1  A375668	The Literacy Coach will schedule collaborative planning once every two months to assist with...	Horton, Jenna	10/10/2017	Attendance, Sign-in sheets	5/24/2018 every-2-months
G2.B4.S1.MA1  M405990	Lesson plans will be reviewed for authentic literacy activities that will be supported by students...	Abston, Midge	9/25/2017	CWT, Student products, Lesson Plans, Circulation of books, AR Tests	5/24/2018 weekly
G2.B4.S1.A1  A375669	The Media Specialist will provide guidance in selecting appropriate books and give reading...	Purdham, Patricia	9/25/2017	Lesson Plans, AR Results, Book Circulation, SSR Participation	5/24/2018 weekly
G3.B1.S1.MA1  M405992	Administration will monitor student progress using the MTSS Student Fidelity worksheet, review PAWS...	Jackson, Angie	10/2/2017	Review of weekly lesson plans, schedule classroom walkthroughs to collect data, Reading and Math iReady data, grades, and student work to determine students' growth.	5/24/2018 biweekly
G3.B1.S1.MA1  M405993	Teachers will monitor student progress using the MTSS Student Fidelity worksheet and the Leadership...	Jackson, Angie	9/20/2017	PAWS Lesson Plans, CWT, Data, Fidelity Worksheets, classroom walkthroughs will monitor the implementation of the lessons, and iReady Reading and Math Data, STAR	5/24/2018 daily
G3.B1.S1.A1  A375670	Teachers will collect and compare data to create intervention groups for reading and math, and...	Jackson, Angie	9/7/2017	Lesson Plans, Classroom Walkthroughs, iReady, Fidelity records, Data, Grades	5/24/2018 monthly
G3.B1.S1.A2  A375671	Teachers will collaborate to collect phonics resources and determine how to effectively use them to...	Horton, Jenna	10/19/2017	Lesson Plans, Classroom Walkthroughs, iReady, Fidelity records, Data, Grades	5/24/2018 every-2-months
G3.B2.S1.MA1  M405994	Teachers will monitor their students' performance in all academic areas, grades, and progress...	Abston, Midge	9/25/2017	Student Data Notebook, Lesson Plans, CWT, I-Ready Reports	5/24/2018 monthly
G3.B2.S1.MA1  M405995	The leadership team will conduct CWT during PAWS to check for fidelity.	Abston, Midge	9/25/2017	Student Data Notebooks, CWT, Teacher Lesson Plans, I-Ready Reports	5/24/2018 monthly
G3.B2.S1.A1  A375673	Teachers will collect data, determine students' level of performance, group students, and provide...	Tutin, Ashton	9/25/2017	STEM Activity Data, Literature reports, Student work products, Data Notebooks, I-Ready Reports, Science Benchmark Assessment (5th grade)	5/24/2018 daily
G3.B3.S1.MA1  M405996	Administration will make sure that Collaborative Planning Time is protected from interruptions....	Jackson, Angie	9/25/2017	Collaborative Planning Time notes, Lesson Plans	5/24/2018 quarterly
G3.B3.S1.MA1  M405997	Lesson Plans, Collaborative Planning Time meeting notes, and CWT data will be reviewed by the...	Jackson, Angie	9/25/2017	CWT data, Collaborative Planning notes, Lesson Plans, grades	5/24/2018 quarterly
G3.B3.S1.A1  A375674	The leadership team will schedule time for Collaborative Planning Time and provide the "Four...	Jackson, Angie	9/7/2017	Attendance, Notes, and Action Steps	5/24/2018 quarterly
G4.B1.S1.MA1  M405999	The leadership team will monitor and analyze assessment data.	Jackson, Angie	9/25/2017	This will be exhibited through lesson plans, CWT, benchmark assessments and student achievement/data.	5/24/2018 quarterly
G4.B1.S1.MA1  M406000	Teachers' documentation and classroom observation regarding the use of Science Boot Camp will be...	Jackson, Angie	9/27/2016	This will be exhibited through lesson plans, CWT, benchmark assessments, student achievement/data and student notebooks.	5/24/2018 monthly
G4.B1.S1.A1  A375675	4th and 5th grade SSES teachers will be trained to use Science Boot Camp Materials and implement...	Tutin, Ashton	9/26/2017	This will be exhibited through lesson plans, classroom walk throughs, soft touch visits, student achievement data and student notebooks	5/24/2018 daily

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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
G1.B1.S2.MA1  M405978	Leadership Team will monitor attendance data to determine appropriate interventions and the...	Jackson, Angie	8/16/2017	Attendance Data	5/24/2018 monthly
G1.B1.S2.MA1  M405979	Attendance data will be collected from Skyward, and monthly Child Study Team Meetings will be held...	Jackson, Angie	8/16/2017	Meeting notes, Attendance records, MTSS, Child Student Team Meetings	5/24/2018 biweekly
G1.B1.S2.A1  A375664	SSES will implement ESSA school wide.	Jackson, Angie	8/16/2017	Skyward attendance information, County Letters indicating days missed, Child Study Team Meetings	5/24/2018 biweekly
G4.B1.S2.MA1  M406001	Administration will check for scheduling, make sure flyers are designed and sent home, review...	Jackson, Angie	9/19/2017	Sign-in sheets, parent feedback, STEM Portfolio rubric	5/24/2018 every-2-months
G4.B1.S2.MA1  M406002	Planning, scheduling, execution of STEM Night and Science Fair, and compilation of STEM School...	Tutin, Ashton	9/19/2017	Invitations, Sign-in sheets, STEM Portfolio for the District, Participation in the Science Fair	5/24/2018 quarterly
G4.B1.S2.A1  A375676	The Curriculum Resource Teacher will coordinate a STEM and Science Fair Night for students and...	Tutin, Ashton	9/19/2017	Parent sign-in sheets, STEM activities, Science Fair experiments, Event Flyer	5/24/2018 semiannually
G1.B1.S3.MA1  M405980	The Leadership Team will meet monthly during data chats with teachers concerning the effectiveness...	Jackson, Angie	9/25/2017	Data Notebooks, Skyward Data, CWT	5/24/2018 monthly
G1.B1.S3.MA1  M405981	Teachers, the leadership team, and support facilitators will meet with students to discuss their...	Jackson, Angie	9/25/2017	Data Notebooks, Skyward data, CWT, MTSS data, progress reports	5/24/2018 monthly
G1.B1.S3.A1  A375665	Students will be provided with behavior, attendance and academic sheets for their Data Notebooks....	Jackson, Angie	9/25/2017	Students Notebooks, Skyward information for attendance, behavior and grades, monthly calendar schedule for support facilitators	5/24/2018 monthly
G2.B4.S1.MA1  M405989	There will be an increase of books being checked out across all subject areas taught and an...	Abston, Midge	9/25/2017	CWT, Increase of circulation for all subject areas, Increase of Sunshine Reader Books, AR participation and increased scores and goals met	5/25/2018 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 school culture which supports student ownership of academics, behavior, and attendance.

G1.B1 Teachers need to provide guidance to students to increase students' understanding of how their choices and actions, such as attendance and work ethic, can affect their academic success and behavior.

G1.B1.S1 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 9/1/2017 to 5/24/2018

G2. With high expectations, SSES will provide a coherent, content-rich curriculum that includes adequate opportunities for students to read, write, and have thoughtful conversations, 150 minutes per day in ELA, math, science, and social studies to prepare them for life in the 21st Century.

G2.B1 Rigorous Florida Standards and appropriate Depth of Knowledge instruction, needs to improve to deepen students' knowledge.

G2.B1.S1 Teachers will teach standards with rigor and provide ample time for students to practice their skills at the appropriate depth of knowledge required by each standard.

PD Opportunity 1

The Leadership Team will schedule a half-day of collaborative planning each nine weeks so teachers can deconstruct standards, determine rigorous lessons, student activities, and reflect on prior teaching and review authentic student work. Data chats and MTSS Meetings will be held monthly.

Facilitator

Wesley Thomas

Participants

Teachers

Schedule

Biweekly, from 9/7/2017 to 5/24/2018

G2.B2 Students' engagement in authentic reading, writing, speaking and listening with peers across curriculum has not been consistent.

G2.B2.S1 Teachers will demonstrate, model, and reinforce clear expectations for authentic literacy.

PD Opportunity 1

Teachers will begin Professional Development in authentic literacy.

Facilitator

Therese Choy

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G2.B3 Students have not been provided the opportunity to think critically and answer higher order thinking questions in response to literature and informational text.

G2.B3.S1 Teachers will be given opportunities to meet and share effective instructional strategies (such as Thinking Maps, Kagan Structures) and examine authentic student work. Teachers will determine how to adapt the strategies to facilitate critical thinking and higher order questioning in their lessons across all subject areas.

PD Opportunity 1

The Literacy Coach will schedule collaborative planning once every two months to assist with deconstructing standards, developing rigorous lessons and student activities (Kagan and Thinking Maps) to increase critical thinking and higher order questioning, and authentic literacy.

Facilitator

Wesley Thomas

Participants

Teachers

Schedule

Every 2 Months, from 10/10/2017 to 5/24/2018

G4. Seminole Springs Elementary will increase students' knowledge of Science Standards by implementing four or more STEM Lessons that integrate other content areas and real world applications. In addition, engagement strategies that include cooperative structures, hands-on learning experiences and opportunity to read, write and talk with partners will be provided.

G4.B1 Teachers need to provide scaffolded instruction to build on limited background knowledge in science.

G4.B1.S1 Science Boot Camp will be utilized in 4th and 5th grade science classrooms to reinforce standards taught.

PD Opportunity 1

4th and 5th 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

4th and 5th Grade Science Teachers

Schedule

Daily, from 9/26/2017 to 5/24/2018

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 provided the book "Mindset" and book study materials.				\$320.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	0141 - Seminole Springs Elem. School	General Fund		\$320.00
			Notes: Notes			
2	G1.B1.S2.A1	SSES will implement ESSA school wide.				\$0.00
3	G1.B1.S3.A1	Students will be provided with behavior, attendance and academic sheets for their Data Notebooks. Students will meet with teachers monthly to review progress and set new goals. The team leaders and support facilitators will meet with EWS students to encourage them to make better choices.				\$0.00
4	G2.B1.S1.A1	The Leadership Team will schedule a half-day of collaborative planning each nine weeks so teachers can deconstruct standards, determine rigorous lessons, student activities, and reflect on prior teaching and review authentic student work. Data chats and MTSS Meetings will be held monthly.				\$2,635.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0141 - Seminole Springs Elem. School	Other		\$2,635.00
			Notes: 2017-2018 Collaborative Funding			
5	G2.B2.S1.A1	Teachers will begin Professional Development in authentic literacy.				\$0.00
6	G2.B3.S1.A1	The Literacy Coach will schedule collaborative planning once every two months to assist with deconstructing standards, developing rigorous lessons and student activities (Kagan and Thinking Maps) to increase critical thinking and higher order questioning, and authentic literacy.				\$0.00
7	G2.B4.S1.A1	The Media Specialist will provide guidance in selecting appropriate books and give reading instruction that is engaging and motivates students to be independent and intrinsically motivated readers.				\$0.00
8	G3.B1.S1.A1	Teachers will collect and compare data to create intervention groups for reading and math, and schedule 30 minutes/4 days per week for explicit instruction using support resources.				\$0.00
9	G3.B1.S1.A2	Teachers will collaborate to collect phonics resources and determine how to effectively use them to meet students' needs.				\$0.00
10	G3.B1.S1.A3	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.				\$0.00
11	G3.B2.S1.A1	Teachers will collect data, determine students' level of performance, group students, and provide enrichment curriculum to accelerate learning across subject areas.				\$0.00

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12	G3.B3.S1.A1	The leadership team will schedule time for Collaborative Planning Time and provide the "Four Critical Questions of a Professional Learning Community" (Anthony Reibel) to help engage discussion for action-oriented inquiry about student learning.				\$0.00
13	G4.B1.S1.A1	4th and 5th grade SSES teachers will be trained to use Science Boot Camp Materials and implement the boot camp materials in classrooms.				\$3,292.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0141 - Seminole Springs Elem. School	General Fund		\$600.00
			Notes: J&J Boot Camp			
		510-Supplies	0141 - Seminole Springs Elem. School	Other		\$1,287.00
			Notes: J&J Boot Camp 4th Grade Math - SAC Funds			
		510-Supplies	0141 - Seminole Springs Elem. School	Other		\$1,405.25
			Notes: J&J Boot Camp, 4th & 5th Science - 2017-2018 SAI Basic Funds			
14	G4.B1.S2.A1	The Curriculum Resource Teacher will coordinate a STEM and Science Fair Night for students and their families, and the STEM Committee will gather resources and coordinate with teachers to ensure that the criteria for the STEM School Award is met.				\$0.00
Total:						\$6,247.25