Seminole Elementary School

2017-18 Schoolwide Improvement Plan

Seminole Elementary School

2690 NW 42ND AVE, Okeechobee, FL 34972

http://seminoleelementaryschool.sites.thedigitalbell.com/

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 KG-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Okeechobee 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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide a high-quality education to a diverse community of learners in a safe, respectful environment where all achieve personal and academic success.

b. Provide the school's vision statement.

Seminole Elementary's ultimate goal for all students is embodied in our Seminole Expectations:
Be Ready
Be Responsible
Be Respectful

2. School Environment

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

Seminole Elementary is committed to building and maintaining strong school-family relationships. This is accomplished through staff interactions with students upon arrival at school which includes a warm greeting at the bus loop and parent drop-off as well as a universal breakfast program which provides a nutritious meal at no cost to students. Teachers implement morning ritual techniques such as Threshold from David Lemov's book Teach Like a Champion 2.0 which facilitate interaction and intervention with students before the school day begins. Video morning announcements provide students with Character Counts Education, thoughts for the day, birthday announcements and special recognition. Each team leader serves on the School Leadership Team and has representation on the School Advisory Council, Parent Teacher Organization and Parent Involvement Committee, all of which collaborate to ensure school programs and activities are implemented to meet the needs of students and their families. New for 2017-18 is our Parent University - a resource room and program designed to help parents become full partners in their children's education. Partnerships with local businesses, agencies and organizations will assist us in offering free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence.

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

The three tenets of Seminole Elementary - ready, respectful and responsible --- are the foundations for creating a safe and nurturing school environment. Administrators strive to personally connect with each student by maintaining high-visibility in hallways, classrooms and common areas such as the cafeteria. The custodial staff maintains facilities and grounds that are clean, orderly and inviting. The cafeteria staff ensures all students receive a healthy breakfast and lunch. Teachers structure classrooms with physical arrangements, routines/procedures and learning centers that are easy to navigate, promote group and individual work and engage students in rigorous learning tasks. Accountable Talk systems and Kagan structures are also utilized school-wide to promote cooperation, communication and confidence.

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.

The Positive Behavior Intervention and Supports (PBIS) system is implemented school-wide under the guidance of the PBIS Team and monitored and supported by the school Discipline Toolkit and Team Discipline Plans. PBIS sets expectations for behavior, consequences for misconduct and rewards for students meeting expectations within the classroom as well as levels of intervention prior to writing discipline referrals. A school-wide color chart system and other tools such as the ClassDojo app connects students, parents and classrooms to help create a positive community for learning and a consistent system to monitor daily student behavior. When discipline referrals are written, school administration utilizes the district's code of student conduct to consistently apply consequences. New additions to the Discipline Toolkit for 2017-18 are Parent Contact Logs, Documentation of Parent Conferences/Contacts, Teacher Managed Behavior Tracking Forms and Positive Behavior Referrals.

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 MTSS is the primary process used to meet the social-emotional needs of students. Seminole Elementary provides exceptional student education services for qualifying students and guidance counseling services. The Guidance Counselor also facilitates a variety of services through community agencies that include: anger management, stress and anxiety groups, bullying prevention, respect education and Too Cool for Violence. Mentoring is provided through Check-In/Check-Out (CICO) where students are assigned a mentor to assist with setting and meeting daily academic and behavior goals. Mentors monitor attendance, grades, conduct and social/emotional needs. When students meet goals, mentors provide both intrinsic and extrinsic rewards. When students do not meet goals, mentors conference with students to identify root causes and provide strategies and techniques for improvement. School clubs and activities available to all students include: Student Council, Art Club, Garden Club, Science Olympiad, annual Pumpkin Decorating Contest, Red Ribbon Week Barn Dance, holiday play and Christmas Parade. In 2017-18, we hope to implement a Tech/Coding Club.

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.

The Grades 3 - 5 Early Warning System (EWS) is defined as:
ON TRACK: C's or better in all classes; 4% or less absences per year; two or fewer office discipline referrals.
AT RISK for OFF TRACK: One or more D's in any class; 5% - 9% absences per year; three office discipline referrals.
OFF TRACK: Failing one or more courses; 10% or more absences per year; four office discipline referrals per year or two per semester.

The Grades K - 2 Early Warning System (EWS) is defined as:
ON TRACK: S's in all classes; 4% or less absences per year; two or fewer office discipline referrals.
AT RISK for OFF TRACK: One or more N's in any class; 5% - 9% absences per year; three office discipline referrals.
OFF TRACK: U's in any class; 10% or more absences per year; four office discipline referrals per year or two per semester.

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	4	48	51	36	47	46	0	0	0	0	0	0	0	232
One or more suspensions	0	1	1	1	4	7	0	0	0	0	0	0	0	14
Course failure in ELA or Math	9	13	19	41	32	0	0	0	0	0	0	0	0	114
Level 1 on statewide assessment	0	3	5	11	40	32	0	0	0	0	0	0	0	91

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	4	3	5	9	42	31	0	0	0	0	0	0	0	94

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

1. School-Based Positive Behavioral Interventions & Supports (PBIS) Team supports interventions, consequences and rewards at each grade level and are included in each team's discipline plan.
2. Multi-Tiered System of Supports(MTSS) - The guidance counselor conducts meetings with teachers to develop and implement tiered plans for students.
3. Data Chats - Classroom data sheets and Student Success Passports are used to progress monitor student data and guide ongoing teacher-administrator and teacher-student conferencing.
4. Class Assist - Specials teachers provide intensive skills centers for bottom quartile reading students 8:05 a.m. - 8:35 a.m. daily. On Tuesdays and Thursdays, Level 5 students are provided enrichment activities utilizing the Science Olympiad activities.
5. Supplemental English Language Arts (SELA) - The school operates on an extended-day schedule to provide all students with an additional hour of English Language Arts instruction. Class Assist staff and teachers provide center instruction during this instructional block. Teachers utilize phonics curriculum (i-Ready Profile lessons, Words Their Way, ReadyGEN Ready Up Intervention, Top Score Writing).
6. Remediation Block - 30 minutes of remedial reading instruction is provided during the instructional day. Teachers utilize phonics curriculum (i-Ready Profile lessons, Words Their Way, ReadyGEN Ready Up Intervention, Top Score Writing).
7. AmeriCorps Big Brothers Big Sisters K-3 Literacy Tutoring - Members provide literacy tutoring in a school-based mentoring program to students who are performing below grade level. They meet one-to-one with struggling readers enrolled in K-3rd Grade (three 30-minute sessions per week) at an assigned school site.
8. Foster Grandparent Program - Mentors meet with students one-to-one to targeted specific skills as identified by the teacher.
9. Small Groups/Centers - Teachers utilize guided groups and skills centers in reading and math to target learning and skills deficits.
10. ESOL paras - Utilize Teacher Created Materials to provide guided instruction in centers/small group activities based upon students' WIDA levels.

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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/447360.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

Business and community partnerships are built through the concerted efforts of the school principal's work with the Parent Involvement Committee, PTO, SAC and the school bookkeeper. The principal and bookkeeper maintain a list of charitable organizations, donors and volunteers who have made previous donations and services to the school. Social media and the local newspaper are used to recognize these efforts and the impact on student achievement. In the Fall of each school year, donors and volunteers are invited to meet and greet the principal as well as attend Open House. The list of business and community partners is updated regularly and includes: Church of God of Prophecy, Publix, Big Brothers/Big Sisters, Nutmegs, Dunkin Donuts, Raulerson Hospital, Walmart, Serenity Coffee Shop, Dr. Leland Heller and C & C Land Management.

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, Thelma	Principal
Altman, Sandra	Instructional Coach
Woodham, Bridgette	Teacher, K-12
Gammill, Alyson	Teacher, K-12
Greeson, Lynn	Teacher, K-12
Hubbard, Stephanie	Teacher, K-12
Peaden, Cassie	Teacher, K-12
Prado, Laura	Teacher, K-12
Syples, Kimberly	Teacher, K-12
Walsh, Jacinda	School Counselor
Kubit, Cynthia	Assistant Principal

b. Duties

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

The Leadership Team meets monthly with the principal to review and to provide input on decisions regarding school operations, instructional goals, student achievement and professional development. Team leaders guide their teachers in completing teaching and learning plans and discipline plans. Teaching and learning plans articulate the components of each team's instructional blocks, differentiation of instruction, remediation, core and supplemental instructional materials. Team discipline plans define grade-level expectations for behavior, consequences for misconduct and rewards for on-task. Team leaders meet with their teams during one planning period each week for collaborative planning and data analysis. All teams meet with the principal, assistant principal and reading coach at least once per month from 7:45 a.m. - 9:05 a.m. for PLCs.

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.

Thelma Jackson, Principal - School Leadership Team meetings, Data Chats, Professional Development, PLCs
Cynthia Kubit, Asstant Principal - Discipline, Facilities, Student Support Services
Sandy Altman, Reading Coach - PLCs, curriculum and instruction and reading resource room
Jacinda Walsh, Guidance Counselor - IEPs, LEPs, and MTSS
All members serve on the school leadership team, attend leadership team meetings, grade-level team meetings and PLCs. These school leaders also actively participate in decision-making regarding regarding the coordination of federal, state and local funds; school services and programs; fundraising efforts, allocation of resources, budget concerns, general school operations; school committees and student achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Thelma Jackson	Principal
Angela Aguirre	Education Support Employee
Sandy Altman	Parent
Whitley Burch	Parent
Lynn Greeson	Teacher
Ester Tommie	Parent
Yuliana Castanedo	Parent
Rosalyn Arizipe	Parent
Ruth S. Morani	Parent
Jean Peresse	Parent
Rosio Rojas	Parent
Maria Cepero	Parent
Tammy Jackson	Parent
Jamie Bigford	Parent
Jonelle Hall	Parent
Lynn Greeson	Teacher

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-17 School Improvement Plan has been reviewed and input solicited as follows:
July 20, 2017 - a district administrative retreat was held at which time School Improvement Data was reviewed utilizing the CIMS Step Zero process and assistance in goal setting was provided by the district and Florida Department of Education school improvement personnel.
July 26, 2017 - the Parent Involvement Committee reviewed student involvement activities and made suggestions for activities such as curriculum nights to enhance student achievement in increase parent involvement.
September 5, 2017 - the School Improvement Plan was reviewed with teachers and staff members. Notes were taken to document input for additions/corrections to the School Improvement Plan.
September 21, 2017 - a PTO and SAC meeting was held. SAC membership, responsibilities, bylaws and SIP were reviewed. School and grade-level data, student achievement targets and strategies for improving the school grade in 2017-18 were reviewed. Notes were taken to document input for additions/corrections to the School Improvement Plan.

b. Development of this school improvement plan

The Okeechobee County School District Strategic Plan is designed to provide a framework upon which all school improvement plans are developed and implemented. The Strategic Plan was advertised, open to the public and developed in collaboration with the School Board. The principal participated in the review and update of the Strategic Plan.

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

An ongoing review of the annual discretionary budget and Title I budget are reviewed with SAC, PTO, and the Parent Involvement team.

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

The SAC committee will discuss how school improvement funds will be spent.

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, Thelma	Principal
Greeson, Lynn	Teacher, K-12
Altman, Sandra	Instructional Coach
Kubit, Cynthia	Assistant Principal

b. Duties

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

The LLT has two primary goals:
1. To increase students' interest in reading through school-wide reads, the Sunshine State Readers and Accelerated Reader (AR) recognition programs.
2. To facilitate the school-wide implementation of the District Reading Plan.
Grades 1 - 5 students have Reading Folders containing reading logs and independent reading activities which are reviewed weekly by the Media Specialist during Specials and by classroom teachers. Lexile levels are identified and students are expected to read 'Just Right Books'.

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.

Grade level teachers have a common planning time with administrative expectations for collaboration and instructional planning. Common planning time is conducted a minimum of one time per week. Teams also meet with the principal, assistant principal, reading coach and guidance monthly. Annually, the school adopts a motivational theme that is placed on school t-shirts that are traditionally worn on a designated day of the week. The 2017-18 theme is: 'Seminole Superheroes'. The Sunshine Committee is a school-based social organization that strives to promote positive working relationships through regularly scheduled activities such as

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

Seminole Elementary collaborates with the Director of Human Resources in a effort to recruit develop and retain highly-qualified teachers. The district facilitates teacher recruitment by maintaining an online application platform. Additionally, the school uses Teachers-Teachers.com, university recruitment fairs and social media to locate and recruit highly qualified, certified-in-field and effective teachers. Current teachers are also encouraged to achieve and maintain the status of highly-qualified and certified-in-field teachers. Additionally, paraprofessionals and other staff interested in teaching are encouraged to finish degree programs and obtain teacher certification.

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

Team leaders serve as mentors to new teachers. The school district is implementing a district-wide ProjectONE mentoring program that provides each new teacher with professional development prior to the start of the school year, a mentor, monthly meetings and ongoing professional development.

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 core curriculum, Go Math! and ReadyGEN ELA, is state approved and aligned to the Florida Standards. Administration collaborates with district curriculum experts and leadership to implement curriculum maps aligned to the core curriculum and to push-out state and local curriculum initiatives. The School Leadership Team conducts PLCs, job-embedded PD, reading coach support and classroom observations to ensure fidelity of implementation. Administration and the reading coach also collaborate with the district science and math coach to provide curriculum support.
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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.

ReadyGEN assessments, i-Ready diagnostics and standards mastery assessments, Performance Matters benchmark assessments, Words Their Way and Spelling City will be used to determine the achievement level and individualized needs of students. Data chats and team planning will be used to plan differentiated instruction utilizing i-Ready reading and math diagnostics and phonics assessments.

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: Extended School Day

Minutes added to school year: 10,800

The SELA block provides an additional 60 minutes of ELA instruction that is specifically designed to provide small group instruction driven by i-Ready reading profile groups. The 30 minutes of remediation in the daily teaching schedule provides targeted phonics instruction utilizing Spelling City phonics inventories. ReadyGEN Ready Up Intervention will also be used.

Strategy Rationale

Extended time for differentiated ELA instruction will support improved student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jackson, Thelma, thelma.jackson@okee.k12.fl.us

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

i-Ready, Performance Matters, ReadyGEN assessments and Spelling City phonics inventories.

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, § 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 Elementary principal and teachers collaborate with Pre-K and middle school programs to discuss the needs, attributes and student achievement data of each cohort of students as transitions occur.

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.

The principal and 5th grade teachers have completed the AVID Summer Institute which provided school leadership and teachers with proven practices to prepare students for success in middle school, high school, college, and a career, especially students traditionally underrepresented in higher education. In 2017-18, the initial year of implementation, Seminole Elementary will implement AVID Elementary organizational structures in all 5th grade classrooms.

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

NA

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

NA

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.

NA

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"Â? 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. Provide multiple learning opportunities to encourage parent, community and business participation in the educational system to support student learning.

G2. Improve standards-based instruction in English Language Arts, math, and science to increase student achievement at all levels.

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. Provide multiple learning opportunities to encourage parent, community and business participation in the educational system to support student learning. `1a`

🔍 G098237

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - ELL	50.0

Targeted Barriers to Achieving the Goal `3`

- Limited parent participation in school-based activities

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Utilization of outreach resources such as the migrant advocate, Skylert, Class Dojo, Facebook and the school webpage as well as a variety of parent involvement activities held at flexible times.

Plan to Monitor Progress Toward G1. `8`

Office of Grants and Special Programs Seminole Elementary School Parental Involvement Data sheet

Person Responsible

Cynthia Kubit

Schedule

On 5/31/2018

Evidence of Completion

Attendance totals for each family engagement activity will be calculated and compared to the previous school year.

G2. Improve standards-based instruction in English Language Arts, math, and science to increase student achievement at all levels. `1a`

🔍 G098238

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	46.0
FSA Mathematics Achievement	64.0
FCAT 2.0 Science Proficiency	35.0
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal `3`

- Capacity to implement with fidelity core curriculum, district curriculum maps, supplemental resources, and assessments to provide standards-based instruction.

- Utilization of high-impact instructional strategies to improve student achievement.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Core curriculum, ReadyGEN PD, district curriculum maps, i-Ready, Ready LAFS, Ready MAFS, ACALETICS, STEMscopes Science and HEC Science Modules

Plan to Monitor Progress Toward G2. `8`

The trend data from informal and formal observations will be collected and reviewed throughout the school year.

Person Responsible
Thelma Jackson

Schedule
Weekly, from 9/8/2016 to 5/31/2017

Evidence of Completion
An increase in the number of teachers meeting effective and highly effective in the Direct Instruction domain of the Evaluation Rubric.

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. Provide multiple learning opportunities to encourage parent, community and business participation in the educational system to support student learning. 1

🔑 G098237

G1.B1 Limited parent participation in school-based activities 2

🔑 B264276

G1.B1.S1 Target outreach; offer APTT and curriculum/literacy activities at flexible times; implement Parent University - a resource center and classroom offering second language resources, workshops to help parents support learning at school and in the home, structures for understanding the educational system/pupil progression and recognition/rewards for setting/meeting parental involvement goals. 4

🔑 S279927

Strategy Rationale

Research tells us that parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/

Action Step 1 5

Administration, guidance, ESOL staff and the district Office of Grants and Special Programs will collaborate to create the Parent University classroom/resource center, workshops/activities and business/community partnerships ensuring outreach targets participation by all parents, specifically our largest subgroup (ELLs).

Person Responsible

Thelma Jackson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

APTT and parental involvement activities' attendance records; climate surveys

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

The principal, assistant principal and Parent Involvement Committee will ensure the alignment of workshops/activities with stakeholder needs assessments, secure resources, monitor participation rates, and provide support as needed.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Workshops/activities implementation and participation records; climate survey data; student attendance, achievement and discipline data.

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

The principal and assistant principal will monitor APTT and Parent University activities.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Participation rates for APTT and Parent University activities; student attendance, achievement and behavior data.

G2. Improve standards-based instruction in English Language Arts, math, and science to increase student achievement at all levels. [1]

🔍 G098238

G2.B1 Capacity to implement with fidelity core curriculum, district curriculum maps, supplemental resources, and assessments to provide standards-based instruction. [2]

🔍 B264277

G2.B1.S1 Ensure fidelity of implementation of core curriculum, district curriculum maps, supplemental resources, assessments and progress monitoring of student achievement through participation in district curriclum PD, school-based PD (Top Score Writing, Language Power, Culturally and Linguistically Responsive Teaching and Learning, Collaborative Teaching), PLCs, data chats, district instructional rounds and classroom observations. [4]

🔍 S279928

Strategy Rationale

edreports.org indicates that the district's core ELA curriculum, ReadyGEN, and supplemental math resources, Ready Math, meet expectations of alignment to standards. See: http://www.edreports.org
The HEC Science Modules support research that indicates achieving science proficiency for all students requires a coherent system that aligns standards, curriculum, instruction, assessment, teacher preparation, and professional development. See: https://www.nap.edu/read/11625/chapter/12

Action Step 1 [5]

The principal will schedule school-based PD (Top Score Writing, Language Power, Culturally and Linguistically Responsive Teaching and Learning, Collaborative Teaching). Administration and the reading coach will support and monitor PD implementation practices, use of core curriculum, maps, supplemental resources and assessments through classroom observations, lesson plan checks, data chats and PLCs.

Person Responsible

Thelma Jackson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PD completion, weekly lesson plan checklists, formal and informal classroom observations targeting Evaluation Rubric indicators for Direct Instruction and implementation of best practices gained from PD, i-Ready Usage and Response to Instruction reports, i-Ready Standards Mastery charts in Grades 2-5 documenting students' progress toward mastery of standards, data sheets and observed use of supplemental resources in guided small groups and centers.

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

The principal, assistant principal and reading coach will monitor student achievement data. Data chats will be used to identify and target struggling students and instructional needs.

Person Responsible

Thelma Jackson

Schedule

On 5/31/2018

Evidence of Completion

Positive Direct Instruction indicators will be observed on the Evaluation Rubric as well as improvement in student academic performance.

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

Administratively-led and grade-level PLCs with all grade levels, lesson plan checks, classroom observations, student achievement data

Person Responsible

Thelma Jackson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC protocols, agendas, attendance records; classroom observations reflecting implementation of core curriculum, supplemental resources, maps and assessments.

G2.B2 Utilization of high-impact instructional strategies to improve student achievement. 2

🔑 B264278

G2.B2.S1 Research and implement John Hattie's high-effect strategies for student achievement. 4

🔑 S279929

Strategy Rationale

Hattie's research points recognizes that most instructional efforts help students to learn to some degree, but there is a need focus on strategies that work best rather than what works. http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/

Action Step 1 5

Lead PLCs examining John Hattie's research on high-impact instructional strategies, support teachers in identifying strategies to implement ongoing in daily instruction, observe classroom instruction, provide feedback and support as needed.

Person Responsible

Thelma Jackson

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans identifying targeted strategies and classroom observations records.

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

PLCs will be utilized to provide professional development for teachers in identifying high-effect instructional strategies to implement in their classrooms. Lesson and unit plans will be reviewed to assist teachers in planning for implementation. PLC protocols and student achievement data will be utilized to collaboratively plan and adjust lesson plans to support student needs.

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans with identified strategies, classroom observations, student data, PLC agendas and notes.

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

Improved teacher performance on Direct Instruction indicators of Evaluation Rubric.

Person Responsible

Thelma Jackson

Schedule

On 5/31/2018

Evidence of Completion

Improved student achievement on Standards Mastery assessments.

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					
G2.MA1 🔑 M408419	The trend data from informal and formal observations will be collected and reviewed throughout the...	Jackson, Thelma	9/8/2016	An increase in the number of teachers meeting effective and highly effective in the Direct Instruction domain of the Evaluation Rubric.	5/31/2017 weekly
G1.MA1 🔑 M408414	Office of Grants and Special Programs Seminole Elementary School Parental Involvement Data sheet	Kubit, Cynthia	8/10/2017	Attendance totals for each family engagement activity will be calculated and compared to the previous school year.	5/31/2018 one-time
G1.B1.S1.MA1 🔑 M408412	The principal and assistant principal will monitor APTT and Parent University activities.		8/10/2017	Participation rates for APTT and Parent University activities; student attendance, achievement and behavior data.	5/31/2018 weekly
G1.B1.S1.MA1 🔑 M408413	The principal, assistant principal and Parent Involvement Committee will ensure the alignment of...		8/10/2017	Workshops/activities implementation and participation records; climate survey data; student attendance, achievement and discipline data.	5/31/2018 weekly
G1.B1.S1.A1 🔑 A377337	Administration, guidance, ESOL staff and the district Office of Grants and Special Programs will...	Jackson, Thelma	8/10/2017	APTT and parental involvement activities' attendance records; climate surveys	5/31/2018 weekly
G2.B1.S1.MA1 🔑 M408415	Administratively-led and grade-level PLCs with all grade levels, lesson plan checks, classroom...	Jackson, Thelma	8/10/2017	PLC protocols, agendas, attendance records; classroom observations reflecting implementation of core curriculum, supplemental resources, maps and assessments.	5/31/2018 weekly
G2.B1.S1.MA1 🔑 M408416	The principal, assistant principal and reading coach will monitor student achievement data. Data...	Jackson, Thelma	8/10/2017	Positive Direct Instruction indicators will be observed on the Evaluation Rubric as well as improvement in student academic performance.	5/31/2018 one-time
G2.B1.S1.A1 🔑 A377338	The principal will schedule school-based PD (Top Score Writing, Language Power, Culturally and...	Jackson, Thelma	8/10/2017	PD completion, weekly lesson plan checklists, formal and informal classroom observations targeting Evaluation Rubric indicators for Direct Instruction and implementation of best practices gained from PD, i-Ready Usage and Response to Instruction reports, i-Ready Standards Mastery charts in Grades 2-5 documenting students' progress toward mastery of standards, data sheets and observed use of supplemental resources in guided small groups and centers.	5/31/2018 weekly
G2.B2.S1.MA1 🔑 M408417	Improved teacher performance on Direct Instruction indicators of Evaluation Rubric.	Jackson, Thelma	8/10/2017	Improved student achievement on Standards Mastery assessments.	5/31/2018 one-time
G2.B2.S1.MA1 🔑 M408418	PLCs will be utilized to provide professional development for teachers in identifying high-effect...		8/10/2017	Lesson plans with identified strategies, classroom observations, student data, PLC agendas and notes.	5/31/2018 one-time
G2.B2.S1.A1 🔑 A377339	Lead PLCs examining John Hattie's research on high-impact instructional strategies, support...	Jackson, Thelma	8/10/2017	Lesson plans identifying targeted strategies and classroom observations records.	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. Provide multiple learning opportunities to encourage parent, community and business participation in the educational system to support student learning.

G1.B1 Limited parent participation in school-based activities

G1.B1.S1 Target outreach; offer APTT and curriculum/literacy activities at flexible times; implement Parent University - a resource center and classroom offering second language resources, workshops to help parents support learning at school and in the home, structures for understanding the educational system/pupil progression and recognition/rewards for setting/meeting parental involvement goals.

PD Opportunity 1

Administration, guidance, ESOL staff and the district Office of Grants and Special Programs will collaborate to create the Parent University classroom/resource center, workshops/activities and business/community partnerships ensuring outreach targets participation by all parents, specifically our largest subgroup (ELLs).

Facilitator

Principal

Participants

School stakeholders

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G2. Improve standards-based instruction in English Language Arts, math, and science to increase student achievement at all levels.

G2.B1 Capacity to implement with fidelity core curriculum, district curriculum maps, supplemental resources, and assessments to provide standards-based instruction.

G2.B1.S1 Ensure fidelity of implementation of core curriculum, district curriculum maps, supplemental resources, assessments and progress monitoring of student achievement through participation in district curriclum PD, school-based PD (Top Score Writing, Language Power, Culturally and Linguistically Responsive Teaching and Learning, Collaborative Teaching), PLCs, data chats, district instructional rounds and classroom observations.

PD Opportunity 1

The principal will schedule school-based PD (Top Score Writing, Language Power, Culturally and Linguistically Responsive Teaching and Learning, Collaborative Teaching). Administration and the reading coach will support and monitor PD implementation practices, use of core curriculum, maps, supplemental resources and assessments through classroom observations, lesson plan checks, data chats and PLCs.

Facilitator

District staff, principal, assistant principal and/or reading coach

Participants

K-5 teachers

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G2.B2 Utilization of high-impact instructional strategies to improve student achievement.

G2.B2.S1 Research and implement John Hattie's high-effect strategies for student achievement.

PD Opportunity 1

Lead PLCs examining John Hattie's research on high-impact instructional strategies, support teachers in identifying strategies to implement ongoing in daily instruction, observe classroom instruction, provide feedback and support as needed.

Facilitator

Principal, assistant principal, reading coach

Participants

K-5 teachers

Schedule

On 5/31/2018

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	Administration, guidance, ESOL staff and the district Office of Grants and Special Programs will collaborate to create the Parent University classroom/resource center, workshops/activities and business/community partnerships ensuring outreach targets participation by all parents, specifically our largest subgroup (ELLs).	$0.00
2	G2.B1.S1.A1	The principal will schedule school-based PD (Top Score Writing, Language Power, Culturally and Linguistically Responsive Teaching and Learning, Collaborative Teaching). Administration and the reading coach will support and monitor PD implementation practices, use of core curriculum, maps, supplemental resources and assessments through classroom observations, lesson plan checks, data chats and PLCs.	$0.00
3	G2.B2.S1.A1	Lead PLCs examining John Hattie's research on high-impact instructional strategies, support teachers in identifying strategies to implement ongoing in daily instruction, observe classroom instruction, provide feedback and support as needed.	$0.00
		Total:	$0.00