Seminole Springs Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	A*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Students Succeed Every Day

School Leadership Team

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
Hargroves, Maria	Instructional Coach
Clay, Mary	Teacher, ESE
McDonald, Trey	Attendance/Social Work
Horton, Jenna	Psychologist

Duties

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, will complete CWT to determine if interventions are appropriate and consistent.

Curriculum Resource Teacher/Literacy Coach/Math Coach (Tracy Choy and Maria Hargroves) – 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 (Jade Schnovel) – 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 – (Jenna Horton) 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 (Trey McDonald) - 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 (Stephanie Alva) – 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. When time permits ,she will provide coaching opportunities to teachers since she is assigned to our school 2 1/2 days per week.

Early Warning Systems

Year 2017-18

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	13	12	7	7	11	13	0	0	0	0	0	0	0	63
One or more suspensions	3	6	4	14	9	5	0	0	0	0	0	0	0	41
Course failure in ELA or Math	4	6	1	2	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	15	23	19	0	0	0	0	0	0	0	57

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	26	41	24	40	39	26	0	0	0	0	0	0	0	196

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	9	1	2	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	26	16	12	5	0	0	0	0	0	0	0	0	0	59

Date this data was collected
Wednesday 8/15/2018

Lake - 0141 - Seminole Springs Elem. School - 2018-19 SIP

Seminole Springs Elementary School

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was Third Grade English Language Arts and Third Grade Math. Third Grade scoring the lowest in either component is not a trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is Third Grade English Language Arts.

Which data component had the biggest gap when compared to the state average?

The data component that showed the biggest gap when compared to the state average is 5th Grade Math. The state average was 61% and we had 55%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Fifth Grade Science and this is not a trend.

Describe the actions or changes that led to the improvement in this area.

The data component that showed the most improvement was Fifth Grade Science. Having veteran teachers assigned to Fifth Grade, using Science Bootcamp and labs led to the improvements on FCAT Science.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	67%	59%	56%	65%	55%	52%
ELA Learning Gains	58%	54%	55%	61%	52%	52%
ELA Lowest 25th Percentile	45%	46%	48%	45%	43%	46%
Math Achievement	69%	63%	62%	71%	60%	58%
Math Learning Gains	44%	54%	59%	63%	57%	58%
Math Lowest 25th Percentile	43%	41%	47%	49%	42%	46%
Science Achievement	68%	55%	55%	67%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	13 (16)	12 (10)	7 (8)	7 (21)	11 (17)	13 (20)	63 (92)
One or more suspensions	3 (5)	6 (2)	4 (1)	14 (3)	9 (1)	5 (5)	41 (17)
Course failure in ELA or Math	4 (15)	6 (8)	1 (5)	2 (3)	0 (6)	0 (0)	13 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (8)	23 (17)	19 (30)	57 (55)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	61%	1%	57%	5%
	2017	73%	63%	10%	58%	15%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	71%	59%	12%	56%	15%
	2017	63%	56%	7%	56%	7%
Same Grade Comparison		8%				
Cohort Comparison		-2%				
05	2018	63%	55%	8%	55%	8%
	2017	50%	53%	-3%	53%	-3%
Same Grade Comparison		13%				
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	65%	11%	62%	14%
	2017	84%	66%	18%	62%	22%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	71%	60%	11%	62%	9%
	2017	68%	61%	7%	64%	4%
Same Grade Comparison		3%				
Cohort Comparison		-13%				
05	2018	55%	58%	-3%	61%	-6%
	2017	48%	54%	-6%	57%	-9%
Same Grade Comparison		7%				
Cohort Comparison		-13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	54%	13%	55%	12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	57	40	46	48	35	75				
ELL	20			50							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	63	67		61	37		45				
MUL	60			80							
WHT	68	57	38	71	47	42	70				
FRL	61	55	47	59	41	43	60				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	25	25	24	24	23	21				
HSP	51	56		59	54	30	31				
MUL	75	64		94	36						
WHT	63	51	50	65	49	42	46				
FRL	52	50	48	56	43	38	40				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academics - SSES teachers will understand, plan, deliver and differentiate standards based instruction by incorporating reading, thinking, talking, and writing in all content areas.
Rationale	If we implement, monitor, and support common planning, then we will have a scheduled time for teachers to plan for and evaluate student formative assessments and work products.
Intended Outcome	Increase Reading, Thinking, Talking and Writing and build capacity in the 6 Marzano elements as evidenced by the ten or more CWT a week using the tool Look-Fors ; Reduce the number of students meeting the EWS indicator for absences and decrease it by 1% or more each quarter; Increase student achievement in ELA Proficiency from 67% to 70%; Learning Gains from 58% to 62%; and lowest Quartile from 45% to 51% as evidenced by FSA and i-Ready gains. We will also increase achievement in Math Proficiency from 69% to 73%, Learning Gains from 44% to 51%, and lowest Quartile from 43% to 51%, and an increase in i-Ready Data.
Point Person	Angie Jackson (jacksona1@lake.k12.fl.us)
Action Step	
Description	Create and establish a common planning schedule with identified facilitator/coach; Clearly defined protocols, planning time frame, and expected products; Administrators will meet with teachers to review Marzono Elements; Monthly MTSS Meetings and Data Chats to determine students' needs; Make changes in PAWS groups; Use Reading Horizons,Wonders Interventions, i-Ready for Math support lessons, and i-Ready Tool box ,i- Ready Florida ELA and Math, Science Bootcamp, 3rd grade teachers will use Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) for the lowest quartile and enVisionMath 2.0 interventions.
Person Responsible	Angie Jackson (jacksona1@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Develop and utilize administrative schedule for attending and supporting common planning; monitor MTSS data and Data Chats; monitor EWS, which will develop PAWS grouping. Leadership team will conduct weekly CWTs to measure impact of common planning and focus of instructional strategies.
Person Responsible	Angie Jackson (jacksona1@lake.k12.fl.us)

Activity #2	
Title	Culture - SSES will build a school culture which supports student ownership of academics, behavior and attendance.
Rationale	If we continue implementing research learned from prior book studies; Mindset, The New Psychology of Success by Dweck, The Leader in Me by Covey, Covey, Summers and Hatch, adding the inspirations from Together is Better by Sinek , Only One You by Kranz, and resources from Every Student, Every Day: A community Toolkit and the Buddy Bench, then students will think in a more positive way to overcome their behavior, attendance, and academic obstacles.
Intended Outcome	There will be a decrease in referrals from 220 in 2017-2018 to 170 in 2018-2019, decrease in students absent rate of 10 days or greater from 41 students in 2017-2018 to 35 students in 2018-2019, and the retention of students will decrease to ten students.
Point Person	Midge Abston (abstonm@lake.k12.fl.us)
Action Step	
Description	Together is Better by Sinek was introduced at the first faculty and staff meeting; The theme for this year, Together is Better, was shared and team building activities were assigned; Teachers will review the research Mindset, The New Psychology of Success by Dweck, and The Leader in Me by Covey, Covey, Summers and Hatch; administration, teachers and staff will introduce the inspirational story Together is Better; Together is Better activities will be completed during the school year along with Only One You lessons; Students will use Data Notebooks or classroom charts to record positive behavior or behavior that needs positive modification; and introduce the Buddy Bench to facilitate friendship, deter bullying, and build on social skills. SSES will also implement ESSA school wide; teachers will call home after three straight absences and contact the guidance counselor with concerns; discuss student attendance issues at MTSS meetings; determine appropriate interventions; Students will use Data Notebooks to track attendance; and as needed, schedule Child Student Team Meetings.
Person Responsible	Midge Abston (abstonm@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Attendance data will be collected from Skyward and teachers; Call logs will be reviewed – Teacher calls to home; MTSS documentation will be reviewed; Review attendance data notebook, and administration will attend Child Study Team meetings. Skyward Discipline information; Lessons being taught; Guidance data; Teacher feedback; Data Notebook for behavior
Person Responsible	Midge Abston (abstonm@lake.k12.fl.us)

Activity #3	
Title	Intervention for lowest Quartile - Seminole Springs Elementary will facilitate students' differentiated learning goals through assigned interventions.
Rationale	If students receive direct instruction in phonics, fluency, vocabulary, and comprehension strategies in all subject areas, then students will be able to increase fluency, vocabulary, phonics, and comprehension.
Intended Outcome	Provide interventions to the lowest quartile and improve students achievement from 45% in 2017-2018 to 51% in 2018-2019.
Point Person	Angie Jackson (jacksona1@lake.k12.fl.us)

Action Step	
Description	Teachers will implement Practicing and Working Strong (PAWS) to provide 30 minutes or more for direct instruction in math and/or reading interventions; K-2 grade teachers will be trained in using Reading Horizons and use it in their classroom; 3rd grade teachers will use Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) for the lowest quartile; A teacher assistant has been assigned every day additional time to work with each grade levels' lowest quartile; Kindergarten and First Grade has an Academic Teacher Assistant who works with small groups to provide remedial academic instruction; Discuss academic issues at MTSS meetings and identify interventions; Send home a letter to parents notifying them of their child's deficiency in reading and provide a Read-at-Home Plan, Establish an intensive acceleration class for students retained in 3rd and who have been previously retained in earlier grades; Students will use an Interactive and Data Notebook.
Person Responsible	Angie Jackson (jacksona1@lake.k12.fl.us)

Plan to Monitor Effectiveness	
Description	MTSS Data- monthly, Grades- bi-weekly, Lesson Plans - weekly, CWT - weekly, i-Ready Data - quarterly, Fidelity records - monthly, Interactive and Data Notebooks - weekly by classroom teachers - SIPPS Data in MTSS Meetings
Person Responsible	Angie Jackson (jacksona1@lake.k12.fl.us)

Activity #4	
Title	Literacy - SSES will have flexible scheduling in the media center. Students will engage in authentic reading, writing, speaking and listening with peers in all curriculum.
Rationale	If we have flexible scheduling in the media center, then there will be an increase in book circulation and student reading; increase collaboration between the classroom teacher and media specialist in lesson planning; students will understand that media is a connection to learning in the classroom; and more student time will be spent on reading. Also, if teachers continue to model and allow students to engage in authentic literacy, then students will become more actively engaged in the topic or standard being taught.
Intended Outcome	Providing students the opportunity to check out books of their choice and based on curriculum taught, there will be an increase in independent reading, word exposure, talking and writing about books read; all students' reading needs are met; comprehension and knowledge of what was read will increase; an increase in participation in The Sunshine Reader Books; and students using accountable talk stems to guide discussions. Students will also read quality and current reading materials of their interest which will motivate them to be independent and intrinsically motivated readers.
Point Person	Maria Hargroves (hargrovesm@lake.k12.fl.us)
Action Step	
Description	Provide guidance to teachers that need additional support with Authentic Literacy; Increase in circulation of books; Check Interactive Notebooks; Check to see if there is an increase of circulation in books of all subject areas; Create a planning schedule where media specialist and teachers can have a common planning; How to incorporate 10 minutes a day into the daily schedule for students to read books of choice – Lesson Plans will be checked and CWT; Share research from Disrupting Thinking by Beers and Probst; and how to use the Independent Reading Conference sheet with students; Using accountable talk stems; and Keeping an Interactive Notebook about the books being read utilizing and focusing specific reading skills.
Person Responsible	Maria Hargroves (hargrovesm@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Develop and utilize administrative schedule for attending and supporting common planning with teachers and media specialist; review lessons with Lake County Schools Curriculum Blueprints and Scope and Sequence; circulation of books by monitoring check-outs; Review the Interactive Notebook; Provide guidance to teachers that need additional support with Authentic Literacy; Increase in circulation of books; Check Interactive Notebooks; and Check to see if there is an increase in circulation of all subject area books.
Person Responsible	Maria Hargroves (hargrovesm@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

SSES has a monthly newsletter called The Bear Facts that is sent home and located on the school's web-site so every parent is kept informed regarding school activities. 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 and SSES has a Facebook page. 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 and Chorus in which students participate in activities all year. SSES provides a Meet The Teacher, Curriculum Night, two Report Card Nights, Literacy 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 with a translator as needed. We also have clubs that meet after school - Steel Drum Band, 4-H and Art Club. During the 2018-2019 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 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.

Volunteers participate in a variety of ways to support student learning. Seminole Springs received the Golden School Award and Five Star School Award in 2018 for volunteer support.

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

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. Children's Clinical On-Site Services and Strong United Resilient Families project to students and parents. Clinical On-Site Services service eligibility are contingent upon the type of insurance the family has available. MTSS is used to meet the educational and emotional needs of students in the classroom. LEAPS, an educational based program is used to help with emotional/social issues.

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.

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 ant the ESE School Specialist will meet with the middle schools to articulate placement of incoming 5th graders and Pre-K ESE students from Sorrento Elementary that are zoned for SSES.

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 month, 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 monthly 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 (5th), and Curriculum Associates Ready Florida ELA (3rd and 4rh) and Curriculum Associates Ready Florida Math (3rd, 4th and 5th)

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. SAC 's 2018-2019 budget of $5,467.08. At the first meeting, a request for purchasing additional Reading Horizon's Kits will be made. The total cost of purchasing 2 kindergarten kits and 4 first grade through third grade kits is $4,393.10.

2017-2018 IDEA Funds, $11,634.00, was 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. Also, eleven Scholastic

Authentic Literacy Libraries were purchased.

Personal are funding by LCS for an Exceptional Student Education School Specialist for 2 1/2 days and a ESE Clerk for 40 hours per week.

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

Each March we participate in Read Across America, we have 70 readers read to the students and share why they chose their career and the education that is required for that profession.