Seminole Elementary School

2019-20 Schoolwide Improvement Plan

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Seminole Elementary School

2690 NW 42ND AVE, Okeechobee, FL 34972

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

Demographics

Principal: Robyn Ziolkowski

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (45%) 2016-17: C (45%) 2015-16: D (36%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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SIP Authority

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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.

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

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Jackson, Thelma	Principal	
Altman, Sandra	Instructional Coach	
Woodham, Bridgette	Teacher, K-12	
Gammill, Alyson	Teacher, K-12	
Hubbard, Stephanie	Teacher, K-12	
Peaden, Cassie	Teacher, K-12	
Syples, Kimberly	Teacher, K-12	
Ziolkowski, Robyn	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	99	73	80	100	72	94	0	0	0	0	0	0	0	518
Attendance below 90 percent	7	15	8	12	9	11	0	0	0	0	0	0	0	62
One or more suspensions	0	0	2	1	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	10	7	13	16	6	18	0	0	0	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	3	5	2	8	0	0	0	0	0	0	0	20

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	12	8	6	6	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Monday 7/29/2019

Prior Year - 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	17	16	11	13	22	21	0	0	0	0	0	0	0	100
One or more suspensions	1	2	2	1	10	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	12	20	14	15	33	15	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	14	29	23	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	16	11	13	22	21	0	0	0	0	0	0	0	100

Prior Year - 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	17	16	11	13	22	21	0	0	0	0	0	0	0	100
One or more suspensions	1	2	2	1	10	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	12	20	14	15	33	15	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	14	29	23	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	16	11	13	22	21	0	0	0	0	0	0	0	100

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	52%	57%	37%	47%	55%
ELA Learning Gains	44%	54%	58%	46%	51%	57%
ELA Lowest 25th Percentile	42%	55%	53%	58%	57%	52%
Math Achievement	63%	62%	63%	56%	61%	61%
Math Learning Gains	59%	57%	62%	51%	53%	61%
Math Lowest 25th Percentile	48%	42%	51%	45%	50%	51%
Science Achievement	55%	44%	53%	22%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	99 (0)	73 (0)	80 (0)	100 (0)	72 (0)	94 (0)	518 (0)
Attendance below 90 percent	7 (17)	15 (16)	8 (11)	12 (13)	9 (22)	11 (21)	62 (100)
One or more suspensions	0 (1)	0 (2)	2 (2)	1 (1)	1 (10)	3 (2)	7 (18)
Course failure in ELA or Math	10 (12)	7 (20)	13 (14)	16 (15)	6 (33)	18 (15)	70 (109)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (14)	5 (29)	9 (23)	14 (66)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	59%	-6%	58%	-5%
	2018	53%	53%	0%	57%	-4%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	42%	46%	-4%	58%	-16%
	2018	34%	41%	-7%	56%	-22%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		8%				
Cohort Comparison		-11%				
05	2019	48%	50%	-2%	56%	-8%
	2018	40%	44%	-4%	55%	-15%
Same Grade Comparison		8%				
Cohort Comparison		14%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	66%	5%	62%	9%
	2018	71%	62%	9%	62%	9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	55%	60%	-5%	64%	-9%
	2018	56%	56%	0%	62%	-6%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				
05	2019	66%	56%	10%	60%	6%
	2018	55%	56%	-1%	61%	-6%
Same Grade Comparison		11%				
Cohort Comparison		10%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	44%	12%	53%	3%
	2018	42%	52%	-10%	55%	-13%
Same Grade Comparison		14%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	32	35	38	43	51	55	28				
ELL	44	41	39	64	62	43	55				
BLK	20			50							
HSP	46	43	39	66	62	48	55				
MUL	50			60							
WHT	52	46	41	59	51	39	54				
FRL	43	41	41	60	59	49	55				

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	23	27	29	29	32	36	23				
ELL	37	40	50	58	46	50	23				
BLK	31	27		47	45						
HSP	39	46	48	58	48	46	36				
WHT	46	44	53	60	49	42	53				
FRL	40	43	43	58	48	43	40				

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	16	33	47	33	41	37	12				
ELL	29	42	57	56	61	57	11				
BLK	9			36							
HSP	36	44	53	58	55	50	23				
MUL	9			9							
WHT	46	56	83	57	49	38	27				
FRL	36	46	58	55	50	45	22				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students in the ELA Lowest 25th Percentile performed the lowest indicating 42% making learning gains in 2019. Performance in this data component is the only area indicating a decline compared to the previous year. In order to improve student performance, we must improve teachers' skill and knowledge in ELA instruction, students' engagement in active learning, and differentiated instruction that targets students' needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Students in the ELA Lowest 25th Percentile performed the lowest indicating 42% making learning gains in 2019. Performance in this data component is the only area indicating showing a decline compared to the previous year. In order to improve student performance, we must improve teachers' skill and knowledge in ELA instruction, students' engagement in active learning, and differentiated instruction that targets students' needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

English Language Arts achievement in 4th grade has the greatest gap (-16%) when compared to the State. Contributing factors include limited teacher skill and knowledge in ELA instruction, poor student engagement in active learning, a lack of strategic differentiated instruction, poor teacher-student relationships, inconsistent supports for age-appropriate student development, a lack of clear consistent high expectations and inconsistent classroom management practices.

Which data component showed the most improvement? What new actions did your school take in this area?

Science achievement showed the most improvement (+14%). Implementation of new core and supplemental science curriculum, increased opportunities for hands-on science activities (STEM lab time, STEM lessons during Specials, Science Olympiad/Science Club after school) and progress monitoring of standards mastery utilizing Study Island.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failure in ELA or Math and attendance below 90 percent are two areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Lowest 25th Percentile Learning Gains
2. ELA Learning Gains
3. ELA Achievement
4. Black subgroup performance
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	Current school ELA student performance is ten percent below the State average. Additionally, the school is on the State's 300 Lowest Performing Schools list for the third consecutive year. School data indicates 47% of students are proficient in ELA reflecting a six percent increase. Although ELA achievement is improving, 3rd grade maintained the previous year's performance and both 4th and 5th grades improved by 9%, there is a significant gap at all grade levels compared to the State, ranging in deficits from 5% in 3rd grade, 16% in 4th grade and 8% in 5th grade. 4th grade also reflects the largest gap in ELA achievement compared to the state. School data also indicates students are not making learning gains as is reflected by decreases in ELA Learning Gains (-3%) and ELA Learning Gains for bottom quartile students (-15%).
State the measurable outcome the school plans to achieve	Increase ELA achievement in grades 3-5 from 47% to 53% by the end of the 2019-2020 school year. 3rd grade will maintain proficiency at 53%, 4th grade will improve by 11% and 5th grade will increase by 5%.
Person responsible for monitoring outcome	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Evidence-based Strategy	Explicit Instruction • Purposeful planning with a clear objective • Model and teach clearly • Guided practice with clear feedback, specific praise, and scaffolding • Independent practice • Cumulative practice • Continuous assessment • Reteach as necessary The research below defines and identifies explicit instruction as a success intervention in improving reading performance.
Rationale for Evidence-based Strategy	https://nysrti.org/files/statewide_trainings/2012/new_york_rti_11-2-12_part_1_handouts.pdf RTI: Selecting and Implementing Evidence-Based Reading Interventions Carolyn Denton, Ph.D. Department of Pediatrics University of Texas Health Science Center Houston

Action Step	
Description	1. Professional development, collaborative planning and PLCs will target data analysis, effective implementation of core and supplemental curriculum, differentiated instruction and student engagement. Core and supplemental curriculum includes: ReadyGEN, Words Their Way, i-Ready, Ready LAFS, Top Score Writing, Vocabulary Spelling City, Really Great Reading Countdown, Blast Foundations, HD Word, HD Word Plus and Word Wisdom. 2. Utilize district instructional rounds and classroom walkthrough observations with

Instruction Partners to provide focused feedback and instructional coaching to teachers based upon the Achieve the Core Instructional Practice Guide rubric.
3. Provide all students with daily independent reading opportunities that include Drop Everything And Read (DEAR) time, Accelerated Reader, the Sunshine State Young Readers program, book challenges, literacy incentives and awards.
4. Strategically structure K-2 and 3-5 SELA, ELA and Remediation instructional blocks to ensure data-driven whole group, small group and individual instruction.

Person Responsible [no one identified]

#2	
Title	Black/African American Students Performance
Rationale	The ESSA Federal Index has identified our Black/African American subgroup performance at 35% which is six percent below the Federal Index.

State the measurable outcome the school plans to achieve	Improve the ELA and math proficiency of Black/African American students in grades 3-5 from 35% to 41% by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Evidence-based Strategy	Provide staff with training to develop culturally responsive instruction. Implement a school-wide student mentoring program.
Rationale for Evidence-based Strategy	The research below suggests when teachers address their stereotypes and choose to form positive relationships with Black students, by understanding and respecting their culture, and use effective teaching strategies, they can reach Black students. Teachers who truly want to work effectively with Black students must (1) adopt the mindset that they can help these students become better readers, (2) adopt the mindset that it is their professional responsibility to do their best to bring all students as close to grade-level standards as possible, (3) form alliances with parents, and (4) use effective and culturally relevant teaching strategies. https://digitalcommons.uncfsu.edu/cgi/viewcontent.cgi?article=1015&context=jri The Gift That Can Save Lives: Teaching Black Students to Become Good Readers Gail L. Thompson & Cynthia T. Shamberger Fayetteville State University

Action Step	
Description	1. Each Black/African American student will be assigned an adult mentor to support and progress monitor student achievement, attendance and social/emotional learning. 2. Implement strategic parent outreach to motivate parents of Black/African American students to attend SAC, APTT, parent conferences and school-wide family engagement activities. 3. Provide staff with diversity training.
Person Responsible	Robyn Ziolkowski (robyn.ziolkowski@okee.k12.fl.us)

#3	
Title	ELA Learning Gains
Rationale	The trend for ELA learning gains has declined. Specifically, ELA learning gains for two subgroups, Black/African American and Hispanic (our largest subgroup) have decreased by 11% and 7% respectively.
State the measurable outcome the school plans to achieve	Raise the ELA learning gains for all students from 44% to 58% and ELA learning gains for bottom quartile students from 42% to 52%, by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Evidence-based Strategy	Strategic Tier 2 and Tier 3 Instruction
Rationale for Evidence-based Strategy	The research below identifies use of the RtI process to provide Tier 2 and Tier 3 instruction that: addresses deficits in phonemic awareness, phonics, fluency, vocabulary, comprehension; guides construction of small-group instruction with active engagement and little "down time"; provides extended opportunities to practice with feedback; gives students opportunities to apply skills and strategies while reading connected text with teacher feedback and utilizes progress monitoring data to provide targeted instruction https://nysrti.org/files/statewide_trainings/2012/new_york_rti_11-2-12_part_1_handouts.pdf RTI: Selecting and Implementing Evidence-Based Reading Interventions Carolyn Denton, Ph.D. Department of Pediatrics University of Texas Health Science Center Houston

Action Step	
Description	1. Utilize Goalbook resources to support differentiated instruction and progress monitoring. 2. Professional development, collaborative planning and PLCs will target data analysis, effective implementation of core and supplemental curriculum, differentiated instruction and student engagement. Core and supplemental curriculum includes: ReadyGEN, Words Their Way, i-Ready, Ready LAFS, Top Score Writing, Vocabulary Spelling City, Really Great Reading Countdown, Blast Foundations, HD Word, HD Word Plus and Word Wisdom. 3. Utilize district instructional rounds and classroom walkthrough observations with Instruction Partners to provide focused feedback and instructional coaching to teachers based upon the Achieve the Core Instructional Practice Guide rubric. 4. Provide all students with daily independent reading opportunities that include Drop Everything And Read (DEAR) time, Accelerated Reader, the Sunshine State Young Readers program, book challenges, literacy incentives and awards. 5. Strategically structure K-2 and 3-5 SELA, ELA and Remediation instructional blocks to ensure data-driven whole group, small group and individual instruction.

Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)

#4	
Title	Student Attendance
Rationale	In 2019, the district identified 5% of our student population to have 21 or more days absent.

State the measurable outcome the school plans to achieve	Reduce the percent of students with 21+ absences from 5% of the student population to 3% of the student population by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Relationship building and engagement activities. The research below suggests that relationship-based interventions, teaching problem-solving strategies and instruction that provides students with opportunities to have fun at school are most promising for reducing absenteeism. https://www.wilder.org/sites/default/files/imports/TruancyInterventionLitReview_3-07.pdf
Rationale for Evidence-based Strategy	Increasing School Attendance for K-8 Students A review of research examining the effectiveness of truancy prevention programs March 2007 Prepared by: Chanelle Gandy and Jennifer Lee Schultz Wilder Research 1295 Bandana Boulevard North, Suite 210 Saint Paul, Minnesota 55108 651-647-4600 www.wilder.org

Action Step	
Description	1. Each student with 21+ absences will be assigned an adult mentor to support and progress monitor student achievement, attendance and social/emotional Learning. 2. Incentivize improved and perfect student attendance through PBIS activities and awards programs. 3. Implement supplemental instructional programs such as social emotional learning and coding to address students' attitudes toward school and learning and self-esteem.
Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

We will use the Title I Parent and Family Engagement Policy (PFEP).

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.

Second Steps curriculum is implemented school-wide providing weekly lessons targeting social emotional skills and bullying prevention. The school staffing specialist MTSS which is the primary process used to meet the social-emotional needs of students. Seminole Elementary provides exceptional student education services for qualifying students as well as guidance counseling services. The School Crisis Team also manages crisis calls and 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: Safety Patrol, Student Council, Art Club, Garden Club, Science Olympiad, annual Pumpkin Decorating Contest, Red Ribbon Week Barn Dance, holiday play and Christmas Parade. New this year is a K-5 coding program provided during Specials rotations.

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, assistant principal, guidance counselor, staffing specialist 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.

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
Robyn Ziolkowski, Asstant Principal - Discipline, Facilities, Student Support Services
Sandy Altman, Reading Coach - PLCs, curriculum and instruction and reading resource room
Jacinda Walsh, Guidance Counselor and Rachel Porter, Staffing Specialist - 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.

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, grades 3-5 teachers have completed the AVID Summer Institute which provided professional development on proven practices to prepare students for success in middle school, high school, college, and a career, especially students traditionally underrepresented in higher education.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement	$0.00
2	III.A.	Areas of Focus: Black/African American Students Performance	$0.00
3	III.A.	Areas of Focus: ELA Learning Gains	$0.00
4	III.A.	Areas of Focus: Student Attendance	$0.00
		Total:	$0.00