

Lake County Schools

Seminole Springs Elementary School



2019-20 Schoolwide Improvement Plan

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Seminole Springs Elementary School

26200 W HUFF RD, Eustis, FL 32736

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

Demographics

Principal: Kyle Bracewell

Start Date for this Principal: 8/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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: B (59%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: B (60%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 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 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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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. 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.

*Seminole Springs Elementary will spend the Fall of 2019 gathering stakeholder feedback to conduct a revision of the Mission/Vision.

Create a safe, learning environment supported by teachers, families, and community that will prepare all 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	Job Duties and Responsibilities
Work, Michelle	Principal	
Abston, Midge	Assistant Principal	
Hargroves, Maria	Instructional Coach	
Grable, Vicky	Other	ESE School Specialist
Burch, Gayle	Instructional Coach	Literacy Coach
Thornton, Sherry	School Counselor	Mental Health
Schaefer, Helena	School Counselor	Guidance Counselor

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	85	76	85	89	85	0	0	0	0	0	0	0	514
Attendance below 90 percent	29	11	13	16	12	12	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	9	6	0	0	0	0	0	0	0	15

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	4	13	10	10	13	0	0	0	0	0	0	0	50

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	0	4	13	10	10	13	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

31

Date this data was collected or last updated

Saturday 8/10/2019

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

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

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	63%	58%	57%	62%	57%	55%
ELA Learning Gains	61%	57%	58%	53%	56%	57%
ELA Lowest 25th Percentile	62%	49%	53%	48%	50%	52%
Math Achievement	71%	60%	63%	66%	61%	61%
Math Learning Gains	56%	56%	62%	48%	57%	61%
Math Lowest 25th Percentile	41%	39%	51%	38%	45%	51%
Science Achievement	60%	54%	53%	47%	49%	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	94 (0)	85 (0)	76 (0)	85 (0)	89 (0)	85 (0)	514 (0)
Attendance below 90 percent	29 (13)	11 (12)	13 (7)	16 (7)	12 (11)	12 (13)	93 (63)
One or more suspensions	0 (3)	0 (6)	0 (4)	0 (14)	0 (9)	0 (5)	0 (41)
Course failure in ELA or Math	0 (4)	0 (6)	0 (1)	0 (2)	0 (0)	0 (0)	0 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (15)	9 (23)	6 (19)	15 (57)

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	62%	60%	2%	58%	4%
	2018	62%	61%	1%	57%	5%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	65%	60%	5%	58%	7%
	2018	71%	59%	12%	56%	15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		3%				
05	2019	56%	59%	-3%	56%	0%
	2018	63%	55%	8%	55%	8%
Same Grade Comparison		-7%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	62%	14%	62%	14%
	2018	76%	65%	11%	62%	14%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	80%	61%	19%	64%	16%
	2018	71%	60%	11%	62%	9%
Same Grade Comparison		9%				
Cohort Comparison		4%				
05	2019	51%	57%	-6%	60%	-9%
	2018	55%	58%	-3%	61%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	56%	1%	53%	4%
	2018	67%	54%	13%	55%	12%
Same Grade Comparison		-10%				
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	45	54		55	58	58	67				
ELL	50	58		50	42						
HSP	60	53		67	50	25	57				
MUL	50			50							
WHT	65	65	69	75	63	54	64				
FRL	59	53	55	65	49	37	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
SWD	42	57	40	46	48	35	75				
ELL	20			50							
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				

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)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	50
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	65
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	55
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.

The data component that showed the lowest performance was Math Lowest 25th Percentile. During the 2018-19 school year the 5th grade lead math teacher resigned mid-year; this resulted in 50% of the 5th grade students having 3 different math teachers throughout the year.

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

The data component that showed the greatest decline from the year prior was Science Achievement. The fifth grade instructional staff was inconsistent during the 2018-19 school year, possibly causing a loss of instructional time and targeted instruction. The factor that contributed to this decline is that only 1 out of 4 fifth grade classrooms maintained a consistent teacher all school year.

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.

Math Lowest 25th Percentile had the greatest gap when compared to the state average. The state average was 51% and the school average was 41% - a 10% gap. The factor that may have contributed to the gap was the fact that the school did not host after school tutoring focusing on math instruction to the lowest 25%.

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

The data component that showed the most improvement was ELA Lowest 25th Percentile. The school average increased from 45% to 62% - a 17% increase. The factors that assisted with the improvement are the ELA after school tutoring program, the ELL after school Club, the LCS Focus on Authentic Literacy, Strong Academic TA's in K/1.

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

Approximately 37% of Seminole Springs students had two or more early warning indicators. Sixty-three students in grades K-5 had an attendance rate below 90% (approximately 12% of students).

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

1. Math Lowest 25%
2. Science Achievement

3. ELA Achievement
4. Math Achievement (5th Grade)
5. EWS - Attendance below 90% rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Collaborative Planning - Setting a Purpose for Learning - Authentic Literacy Experiences
Rationale	If we focus on creating a Professional Learning Community (PLC) that establishes and supports a common vision for instruction through grade appropriate assignments, strong instruction, deep engagement and high expectations with a specific focus on setting a purpose for learning and providing students with authentic literacy experiences then we can ensure high levels of learning for all students.
State the measurable outcome the school plans to achieve	<p>ELA Proficiency 63% to 66%</p> <p>Math Proficiency 71% to 74%</p> <p>Science Proficiency 60% to 63%</p>
Person responsible for monitoring outcome	Michelle Work (workm@lake.k12.fl.us)
Evidence-based Strategy	<p>Seminole Springs Elementary will work in a Professional Learning Community (PLC) to ensure high levels of learning for all students, create a culture of collaboration with a focus on results. Collaborative teams will utilize the DuFour PLC Questions to drive the work: 1) What do we want students to know and be able to do? 2) How will we know when they have learned it? 3) How will respond when they don't learn it? 4) How will we respond when they already know it?</p> <p>After collaborative teams determine PLC Question 1 - they will work collaborative to determine the purpose for students learning, so that students can articulate: What am I learning? Why am I learning it? How will I know when I've learned it? Time will be provided daily for IDR and conferring as a form of formative data.</p>
Rationale for Evidence-based Strategy	If teachers work collaboratively (PLC) with a focus on student learning, results, and instructional best practices (setting a purpose for learning and independent reading & conferring), then they will ensure high levels of learning for all students. Extensive research has shown the positive effects on student achievement by working as a professional learning community.
Action Step	
Description	<ol style="list-style-type: none"> 1. Grade level teams will participate in a structured common planning one day a week with support from administration and instructional coaches. 2. Two Tuesday's of each month will be devoted to a grade level professional learning experience with the incorporation of the book study, "Better Learning through Structured Teacher." 3. Administration and instructional coaches will implement the coaching/feedback cycle in order to focus on continuous improvement of instructional best practices. 4. Grade level teams will conduct monthly collaborative learning walks based on an area of focus with an established purpose. 5. Ongoing professional learning will be provided on IDR and Conferring.
Person Responsible	Michelle Work (workm@lake.k12.fl.us)

#2	
Title	High Expectations - Fostering Positive Relationships - Collective Efficacy
Rationale	As a Professional Learning Community we will work to foster Collective Teacher Efficacy (CTE); the belief of the staff in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. Teachers and support staff will foster positive relationships with students through the use of the Sanford Harmony curriculum. As a school community we will be committed to the success of all students.
State the measurable outcome the school plans to achieve	Decrease the number of students with two or more early warning indicators: 37% to 30% Decrease the number of students who have an attendance rate below 90%: 12% to 10% (creating an overall attendance rate of 90%).
Person responsible for monitoring outcome	Michelle Work (workm@lake.k12.fl.us)
Evidence-based Strategy	Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.
Rationale for Evidence-based Strategy	Teachers will utilize the Sanford Harmony Curriculum to promote Social Emotional Learning, the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood. If students receive support through SEL then we should see an increase in attendance rates and a decrease in behavior incidents, ultimately decreasing the number of students with two or more EWS indicators.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers, Student Support Team and Administration will receive professional learning from Sanford Harmony. 2. The PASS teacher will serve as the adult contact for new students to decrease the effect size of our mobility rate on students. 3. The PASS teacher will utilize Restorative Practices, which support the work of the classroom community circles through the Sanford Harmony Curriculum as a way to decrease the number of out of school suspension. 4. Instructional staff will work as a professional learning community throughout the year with a focus on high levels of learning for all.
Person Responsible	Michelle Work (workm@lake.k12.fl.us)

#3	
Title	Based on our School Data from the Needs Assessment/Analysis section our Math Lowest 25th Percentile is one of our most critical Areas of Focus.
Rationale	Math Lowest 25th Percentile was identified as a critical Area of Focus because it was our school's lowest school grade component percentile and also indicates a 10% gap from the state average. If teachers use ongoing formative assessments and progress monitoring data to inform intervention and acceleration for all students, then students will receive timely feedback that will help move their learning forward.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see the following increases in our school data: ELA Learning Gains Target - 61% to 65% (4% increase) ELA Lowest 25% Target - 62% to 65% (3% increase) Math Learning Gains Target - 56% to 61% (5% increase) Math Lowest 25% Target - 41% to 61% (20% increase)
Person responsible for monitoring outcome	Maria Hargroves (hargrovesm@lake.k12.fl.us)
Evidence-based Strategy	The following strategies will be utilized (and professional learning opportunities will be provided to teachers) to meet the needs of ALL students: Setting a Purpose for Learning (specific 19/20 focus), Modeling Thinking, Guided Instruction, Collaborative Learning, Independent Learning. Formative assessment data will be collected during instruction to be utilized during W.I.N time - this will assist teachers in answering PLC Question 3 and 4.
Rationale for Evidence-based Strategy	Data Driven Intervention/Acceleration Time: What I Need, time is designated for each grade level throughout the school day. During this 30 minute block of time, teachers will utilize data to provide additional targeted support for students. Teachers will target a specific skill, standard or strategy, provide small groups of students with similar learning needs, provide performance feedback and provide opportunities for repeated practice. When the data indicates that a student(s) have mastered a skill, standard or strategy, they will be given enrichment opportunities during this time. The rationale for selecting this strategy is to ensure that the instructional framework at Seminole Springs Elementary is in direct alignment with the instructional framework of Lake County Schools. By providing students with grade appropriate assignments, strong instruction, deep engagement and high expectations; in addition to having multiple opportunities to read, write, think, and talk through authentic literacy on a daily basis then we should see an improvement in our core instruction. With a strong core instruction teachers can utilize formative assessment to target the specific needs of students who will need an additional instructional intervention or acceleration during W.I.N. time.
Action Step	
Description	<ol style="list-style-type: none"> 1. Embed a 30 minute staggered intervention/acceleration (W.I.N.) block for all grade levels - 4 days a week 2. Grade level teams will create and deliver common formative assessment throughout the unit/topic of study to inform instruction. 3. Teachers will analyze and discuss student work products. 4. Teachers will analyze IDR Conferencing Data to drive instruction. 5. The MTSS problem solving team will monitor and support Tier 2 and Tier 3 interventions

specifically designed to increase proficiency of the lowest quartile.

6. SAI monies have been budgeted for additional tutoring opportunities for our Math LQ students. Tutoring opportunities will be provided in the morning and the afternoon to attempt to meet the needs of our students and their families.

Person Responsible Michelle Work (workm@lake.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 communicate with families through building and maintaining an active social media presence through Face Book, Twitter and our webpage,(posting all materials in English and Spanish), school messenger, parent orientation and parent conference nights. Parents and community members are also invited to attend our SAC meetings, PTO meetings and other events. Daily/Nightly events will include: Parent Orientation, Fall Festival, Walk-a-Thon, Dad's Bring Your Child to School Day, STEAM Night, Literacy Night, Honor Roll Ceremonies, Title 1 Night, Book Fair/Media Nights...etc.

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.

During the 2019-2020 school year, Seminole Springs Elementary will implement the Sanford Harmony Curriculum which is a CASEL SElect program, aligned to the five core SEL competencies from The Collaborative to Advance Social and Emotional Learning (CASEL), the nation's top evaluator of SEL evidence-based programs. The master schedule builds in 15 minutes into the instructional day for a community circle "meet up" time for all grade levels.

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

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

Seminole Springs has a Student Support Team that consists of:
Mental Health Liaison, Guidance Counselor, PASS Teacher, ESE Specialist

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school based MTSS problem solving team (leadership) will be led by our CRT and school counselors - other members of the team include: administration, literacy coach, mental health liaison, PASS teacher, ESE Specialist, School Psychologist and staffing specialist. The team will meet to progress monitor the instruction and interventions of all students through the use of EWS and student data. Tier 1 data analysis will take place 3 times a year, while Tier 2 and Tier 3 data analysis will occur on a monthly basis. Researched based resources and materials will be provided to teachers so that they are equipped to meet the specific needs of these students.

Title 1, Part A- Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards.

Seminole Springs Elementary School has one Pre-K unit with 20 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.

Vertical articulation is provided at the end of the year to share academic data, EWS data, and strengths and weaknesses of the group, and instructional practices to support upcoming students from one grade to another.

The guidance counselor and the ESE School Specialist will meet with the middle schools to articulate placement of incoming 5th graders 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 has a Guiding Coalition to drive the work of the school and will be once a month. The Guiding Coalition consists of: Administration (principal and assistant principal), Student Support Team (Mental Health, Guidance, ESE, PASS), Instructional Coaches (CRT and Literacy) and Team Leaders (one representative from each grade level and ESE). Title I supports from the District will provide monthly visits with our CRT and Principal, and Title III resources will help to enhance what we are already doing. These are additional resources we had not had in previous years.

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

Elementary school counselors create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness. We know that students who gain early and solid foundations as learners are more likely to attain the academic and social rewards that indicate school success. They also are more likely to believe that college is a realistic goal and to succeed. School communities that intentionally raise the aspirations of all students are preparing their students to graduate college and career ready. We will also utilize the Sanford Harmony

Curriculum to directly teacher soft skills that are needed beginning at the elementary level. We will continue to look for business partners who can help support us with the needs of our students.