

Okeechobee County School District

# Seminole Elementary School



2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (45%) 2016-17: C (45%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Okeechobee County School Board on 10/13/2020.

## 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](http://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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# Seminole Elementary School

2690 NW 42ND AVE, Okeechobee, FL 34972

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">68%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

## School Board Approval

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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.

Seminole Elementary seeks 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.

All members of our school community are expected to be ready, respectful and responsible in all we do.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

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

### Demographic Information

#### Principal start date

Friday 7/1/2016, Robyn Ziolkowski

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

24

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5

<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (45%) 2016-17: C (45%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	73	78	63	60	86	63	0	0	0	0	0	0	0	423
Attendance below 90 percent	8	19	18	6	7	7	0	0	0	0	0	0	0	65
One or more suspensions	0	2	2	1	3	1	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	12	3	9	1	0	0	0	0	0	0	0	25
Course failure in Math	0	2	14	10	15	4	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6

**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	4	6	6	6	0	0	0	0	0	0	0	24

**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	13	4	5	1	0	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 9/21/2020

**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	
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

**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	
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

**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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**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	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

<b>ESSA Federal Index</b>	
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%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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.**

ELA Lowest 25th Percentile is the component with 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. Contributing factors include: effective implementation of the new core ELA curriculum, students engagement in active learning, and differentiated instruction to meet Tier 2 and Tier 3 student needs.

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

ELA Lowest 25th Percentile is the component with 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. Contributing factors include: effective implementation of the new core ELA curriculum,

students engagement in active learning, and differentiated instruction to meet Tier 2 and Tier 3 student 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?**

Attendance below 90 percent.

**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. Instructional Practice specifically relating to ELA**

**Area of Focus Description and 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 fourth 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%).

**Measurable Outcome:** Increase on/above grade level ELA achievement in grades 3-5 from 47% to 53% by the end of the 2020 -2021 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:** Utilize John Hattie's research, Visible Teaching and Visible Learning, to identify and implement high-effect teaching and learning strategies to improve reading instruction and student learning.

[https://www.egfl.org.uk/sites/default/files/School\\_effectiveness/5a%20What%20is%20Visible%20Learning.pdf](https://www.egfl.org.uk/sites/default/files/School_effectiveness/5a%20What%20is%20Visible%20Learning.pdf)

**Rationale for Evidence-based Strategy:** John Hattie argues in his book that expert teachers focus regularly on evaluating the effects they have on their students and adjust teaching methods accordingly. Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning is visible when the learning goal is not only challenging but is explicit.

**Action Steps to Implement**

Professional development, collaborative planning and PLCs will target culturally responsive teaching, 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. Student engagement will target effective use of Visible Learning Influences on Student Achievement <https://www.visiblelearningmetax.com/Influences> and AVID Elementary Foundations critical reading strategies.

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

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.

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



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.

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

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)

Utilize MTSS academic data and the Branching Minds platform to identify, implement and progress monitor Tier 2 and Tier 3 reading interventions.

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

**#2. ESSA Subgroup specifically relating to African-American**

<b>Area of Focus Description and Rationale:</b>	The ESSA Federal Index has identified our Black/African American subgroup performance at 35% which is six percent below the Federal Index.
<b>Measurable Outcome:</b>	Improve African American/Black students achievement in grades 3-5 as reflected by the ESSA Federal Index score from 35% to 41% by the end of the 2020 - 2021 school year.
<b>Person responsible for monitoring outcome:</b>	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
<b>Evidence-based Strategy:</b>	Utilize explicit phonics instruction in Grades K-2. In Grades 2-5 focus on building knowledge, vocabulary and comprehension through targeted instruction, exposure to complex and nonfiction text, and writing.  Research suggests that explicit phonics instruction in the early grade, building content knowledge and vocabulary are better methods for boosting reading comprehension especially for children of poverty.
<b>Rationale for Evidence-based Strategy:</b>	<a href="https://www.forbes.com/sites/nataliewexler/2020/06/06/how-reading-instruction-fails-black-and-brown-children/#31a8a9994ebe">https://www.forbes.com/sites/nataliewexler/2020/06/06/how-reading-instruction-fails-black-and-brown-children/#31a8a9994ebe</a>  <a href="https://www.forbes.com/sites/nataliewexler/2018/05/19/why-johnny-still-cant-read-and-what-to-do-about-it/#4badd0d92e22">https://www.forbes.com/sites/nataliewexler/2018/05/19/why-johnny-still-cant-read-and-what-to-do-about-it/#4badd0d92e22</a>  <a href="https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/">https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/</a>

**Action Steps to Implement**

Each Black/African American student will be assigned an adult mentor to support and progress monitor student achievement, attendance and social/ emotional learning.

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

Implement strategic parent outreach to motivate parents of Black/African American students to attend SAC, APTT, parent conferences and school wide family engagement activities.

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

Action steps as identified for Goal 1.

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

**#3. Instructional Practice specifically relating to ELA****Area of**

**Focus Description and 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.

**Measurable Outcome:** 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 2020 -2021 school year.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Utilize John Hattie's research, Visible Teaching and Visible Learning, to identify and implement high-effect teaching and learning strategies to improve reading instruction and student learning.

[https://www.egfl.org.uk/sites/default/files/School\\_effectiveness/5a%20What%20is%20Visible%20Learning.pdf](https://www.egfl.org.uk/sites/default/files/School_effectiveness/5a%20What%20is%20Visible%20Learning.pdf)

**Rationale for Evidence-based Strategy:**

John Hattie argues in his book that expert teachers focus regularly on evaluating the effects they have on their students and adjust teaching methods accordingly. Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning is visible when the learning goal is not only challenging but is explicit.

**Action Steps to Implement**

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. Student engagement will target effective use of Visible Learning Influences on Student Achievement <https://www.visiblelearningmetax.com/Influences> and AVID Elementary Foundations critical reading strategies.

**Person**

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

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.

**Person**

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

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.

**Person**

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

Utilize MTSS academic data and the Branching Minds platform to identify, implement and progress monitor Tier 2 and Tier 3 reading interventions.

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

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]

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Student attendance will be monitored biweekly utilizing five and ten day attendance letters. The families of students receiving attendance letters will receive a personal telephone call from guidance and/or a staff designee to provide school and community support services. Each student with 21+ absences will be assigned a mentor. Attendance will be incentivized through awards programs and PBIS activities. Social Emotional Learning programs will address students' attitudes toward school, learning and self-esteem.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Seminole Elementary is a PBIS Gold Model School. Teachers implement Tier 1 supports to create a positive classroom environment with high expectations for academic, behavioral and social success. The Second Steps curriculum is implemented school-wide providing weekly lessons targeting social emotional skills and bullying prevention. The principal, assistant principal and school staffing specialist lead the MTSS School Leadership Team which facilitates the process used to meet the academic, behavioral and 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 connecting students and families to district, school and community mental health and counseling agencies. Mentoring is provided through our school-based Check-In/Check-Out (CICO) program 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, Student Crime Watch, Science Olympiad, annual

Spooktacular & Pumpkin Decorating Contest, Red Ribbon Week, Barn Dance, holiday play, Christmas Parade and K-5 coding program provided during Specials rotations.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: African-American</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>