School Improvement Plan
2015-2016

Seminole Elementary

Michael A. Grego, Ed.D.
Superintendent

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Seminole Elementary	Diane	Cato

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Deborah	Fugate

SCHOOL VISION - What is your school's vision statement?

100% Student Success (Every child's potential a reality)

SCHOOL MISSION - What is your school's mission statement?

Committed to the Success of Children, Families and Staff

SCHOOL ENVIRONMENT

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

Seminole Elementary is committed to the success of every child and family. The bedrock of our school is teaching and modeling character. This is accomplished through many processes. Each classroom teacher spends time during the first two weeks of school building the culture of their classroom as a safe and respectful environment through team building activities, creating class expectations and norms together, and creating a class mission statement. Students are encouraged to share what makes them different and alike. A multicultural club meets monthly during the school day at school to encourage students to learn about and experience other cultures. The PMAC hosts events throughout the year to teach students about cultures represented in our school. An outreach to families of ELL students who live in nearby apartments has been initiated by our ESOL bi-lingual assistant to help ELL families become more involved in their children's education, providing assistance to families and after school tutoring to students. Teachers also 'adopt' students to whom they provide personal continuity over the time the child spends at Seminole, ensuring that each child has at least one adult who knows him / her throughout their school career.

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

Seminole Elementary is a National School of Character where character is embedded in everything we do. Hunter Hawk's Character Success Plan informs teachers, student and parents of expectations at Seminole Elementary. Character education occurs daily through mini-lessons, videos, literature books, peer character buddies and class meetings. Character is celebrated monthly at Character Kid Assemblies and with Hunter Hawk Says Hooray! recognition slips. Every adult on campus monitors, encourages and recognizes respectful and responsible behavior at all times.
An anti-bullying program educates students on what bullying is and the importance of bystander behavior. Students are encouraged not only to not be a bully, but to not tolerate bullying behavior toward any student or adult. A bullying reporting system allows members of our Seminole Elem community to report bullying safely, and all reports are investigated and resolved. A Peer Mediation program provides a safe arena for students to learn to handle conflict with peers as well as teaching the peer mediators peace-making skills.
Adult supervision is provided on campus in all locations before, during and after school. Students know there is always a nearby adult to assist them at any time.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Below is the content of Seminole Elementary's Character Success Plan which is our school wide behavioral system. This plan is reviewed and revised yearly. All classrooms use this plan as the basis for their plan. Classroom expectations are aligned to the school expectations. All expectations are taught through role modeling and examples / non-examples. There is a parent handbook version of the success plan also.

Hunter Hawk's
Character Success Plan
2015 - 2016
National School of Character 2010

"As a teacher, I possess a tremendous power to make a child's life miserable or joyous
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal."
Haim Ginott
Revised 8/6/2013

Purpose:
1. Instill the desire to learn in all students.
2. Encourage and promote character development

Schoolwide Expectations:
Be respectful
• Follow directions and listen while others are speaking
• Maintaining personal space

Be responsible
• Come to school prepared and ready to teach and learn
• Follow class expectations

Self-Motivation
• Complete classwork
• Assisting peers in class
• Participating in class lessons
• Work to become a role model

Honesty
• Deliver true messages
• Take ownership of your actions

　　　　Hunter Hawk says, "Make the right choice even when no one is watching."

Make School Climate a Priority

The number one problem in the classroom is not discipline; it is the lack of procedures and routines (Wong, 167). This plan has been developed to outline the procedures and school-wide expectations of Seminole Elementary.

This guide outlines procedures, expectations, and consequences for the classroom, cafeteria, transition areas (hallways and bathrooms), car circle, and bus circle.

Procedures have no penalty or rewards, (Wong, 169) that is why here at Seminole we believe in intrinsic motivation.

Teach, Model and Practice

All procedures must be taught, modeled, and practiced.

Teach
1. Define the procedure in concrete terms
2. Demonstrate the procedure, not just tell
3. Demonstrate a complex procedure step by step

Model
1. Have students practice the procedure step by step under teacher supervision
2. Check to insure each step is done correctly

Practice
1. Have students repeat the procedure until it becomes routine. They should be able to perform automatically without teacher supervision
2. Determine whether students have learned the procedure whether they need further explanation or demonstration
3. Re-teach the correct procedure and practice more
4. Praise the students when their behavior is acceptable

 Is the water in your classroom fishbowl clear or murky?

Classroom Expectations:
Beginning of the Year:
- Develop positive classroom culture (First Days of School - Wong)
 -Use class meetings
- Character Peer Development Program (P2L3)
- Peace tables
- Team building activities (Teaching Children to Care)
- Build intrinsic motivation using academically engaging activities
- Positive phone call to student's family within first 3 weeks of school
- Develop classroom character expectations with input from the students
- Display expectations at all times
• Develop consequences
- Consequences should be fair and consistent
- Follow through with consequences
- Keep parents informed at all times
• Develop classroom management and instructional processes to insure student success
- Teach, model and practice processes daily until internalized by the students
On Going:
• Revisit classroom expectations periodically (PDSA)
• Implement Character Peer Development Program on a daily basis
• Have weekly class meetings
• Use peace tables/peer mediation as needed
• Continue parent communication (positive) (Dealing with Difficult Parents)
• Continue positive communication with students (5 positives to 1 negative)
• Maintain a high level of expectations for all students
• Check In and Check Out (Greet and dismiss students at the door with positive words)
• Plus & deltas and 3, 2, 1 reflections

 Hunter Hawk says, "Make the right choice even when no one is watching."

Classroom Intervention Process:
Student(s) not meeting expectations:
1. Revisit classroom environment/culture (reteach, model,
practice)
2. Pre-referral* with parent contact (phone/e-mail)

After 2 pre-referrals:
3. Develop action plan with behavior specialist
4. Discuss behavior in PLC

5. Follow up with Guidance Counselor or Social Worker
6. Parent conference (face-to-face)
Consider including Behavior Specialist, Guidance
Counselor or Social Worker

After 4 pre-referrals:
Office Referral

**Any major incident will require an office referral without
 a pre-referral.

Submit a copy of pre-referral(s) to Behavior Specialist after parent
signature is acquired.

If behavior is consistent, refer to RTI team using RTI form.
        Other Resources Available
(through Behavior Specialist, Guidance Counselor & Social Worker)
1. Social Skills Groups
2. Schoolwide Mentoring
3. Anger Groups
4. Social Skill Lunch Bunch
5. Peer Mediators
6. Bully Prevention
7. Self Esteem group

*The following behaviors require   Pre-Referral:
• Dress Code
• Inappropriate Language
• Disruption
• Defiance/Disrespect
• Lying/Cheating
• Property Misuse
• Taunting
• Forgery/Theft
• Minor Physical Contact

**The following behaviors require Referral:
• Weapons
• Drug/Alcohol
• Fighting/Violent Behavior
• Threats of Violence
• Sexual Harassment
• Fighting means physical battery and assault (not minor physical contact)
• Bullying

Hunter Hawk says, "Make the right choice even when no one is
watching."

Cafeteria Expectations
Beginning of the Year:
• Teach, model and practice cafeteria expectations in cafeteria assembly and class meetings
• Review school-wide cafeteria expectations with class daily
• Praise students for positive behavior
• Positive referrals

Ongoing:
• Be on time for drop off and pick up
• Teachers enter into cafeteria for drop off and pick up
• Reinforce expectations through class meetings

Cafeteria Expectations
Be Respectful
• Use your manners while eating
• Remain seated and raise your hand
• Talk quietly to your table neighbors
Be Responsible
• Clean up your eating area
• Use walking feet
• Be silent when the lights go off
Be Honest
• Use the restroom only if you really have to
• Talk your problems out
Be Self Motivated
• Say please and thank you
• Be a proud representative for your class

Consequences
• Verbal warning/reminder
• Note in planner
• Parent Contact
• Area 19 (Island seating)
• Assigned student seating
• Assigned class seating
• Minor infraction

Hunter Hawk says, "Make the right choice even when no one is watching."
Transition Expectations:
Hallways and Restroom

Beginning of the Year and Ongoing:

• Teach, model and practice hallway expectations through class meetings (Love and Logic/Skill Streaming)
- Hall pass necessary
- Use the buddy system
- Use walkways (don't cut through buildings)
- Go directly to your destination
- Use quiet voices in hallways
- Use restroom responsibly and clean-up when you're finished
- Use restroom assigned to your wing
-- A wing - Blue
-- B wing - White
-- C wing - Black
- Report not tattle
• Staff members use positive and specific praise when students are in halls

Classroom Transition Expectations:
Beginning of the Year and Ongoing:
Teach, model and practice classroom transition expectations
- Walk respectfully in a line, on a line, stop at stop signs
- Use quiet voices
- Use proximity to control behaviors in line
- Use "silent hello" when we see others we know
- Hands to yourself or behind your back
- Compliment good classroom behaviors

Independent Transition Consequences
• Verbal warning
• Note in planner
• Class/Group meetings
• Time out with reflection-inform parents
• Minor infractions with parent contact
• Re-teach expectation

**Hurting others, self or destructive behavior results in immediate referral. Immediately see Social Worker or Guidance Counselor for threat assessment process.
Classroom Transition Consequences
Teachers utilize their classroom character plan

Hunter Hawk says, "Make the right choice even when no one is watching."

Bus and Car Circle Expectations:
Beginning of the Year and Ongoing:
• Teach, model and practice expectations in car circle and bus circle assembly and class meetings
Car Circle Expectations
Students in the car circle will
• Dismiss to car circle at bell. Kindergarten dismisses earlier
• Walk directly to car circle
• Sit in grade level assigned color boxes
• Face forward paying attention to cars
• Quiet conversation with neighbors
• Listen for your name and go directly to color sign
• Wait behind the yellow line until safety patrol or adult opens car door
• Students will show respect to everyone in the car circle

Bus and Van Expectations
Students on a bus or van will
• Dismiss to bus circle at bell. Kindergarten students are walked to bus circle earlier.
• Keep hands, feet and other objects to themselves
• Be responsible for their own safety by
- using quiet voices
- being silent when lights are on
- staying seated
• Use safety precautions at bus stop

 Hunter Hawk says, "Make the right choice even when no one is watching."

The best reward is the satisfaction of a job well done. Sincere intrinsic motivation/praise helps build good character and self-esteem. The intrinsic motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or working on a task. Intrinsic is more meaningful than extrinsic reward. Extrinsic reward gives pleasure for the moment; it is instant gratification and not remembered. Intrinsic however can last forever.
Examples of Intrinsic and Extrinsic Rewards
Intrinsic Extrinsic (do something to get something)
Check in Check Out Stickers
Sincere and Specific Praise Treasure box
Self Monitoring Behavior Plan Trinkets
Smile Notebooks
High Five Hawk Cards
Words of Encouragement Behavior Charts (e.g. Green, Yellow Red)
Note/Post Cards Home Toys

Positive Phone calls home Food, Candy
Pat, Hand Shake Contracts (Class/individual)
Side Hugs
Compliments
Recognition in class meetings
Wink
Good grades
Assisting Peers in class
Portfolios
Positive Behavior Referral

Recommended Reading
Wong, Harry, and Rosemary Wong. The first days of school. Harry K. Wong Publications, 1998. Print.
Fay, Jim, and David Funk. Teaching with love & logic. Love & Logic Pr, 1998. Print.
DePorter, Bobbi, Mark Reardon, and Sarah Singer-Nourie. Quantum teaching. Allyn & Bacon, 1998. Print.
McGinnis, Ellen, and Arnold Goldstein. Skillstreaming in early childhood. Research Press (IL), 1990. Print.
Kavelin Popvov, Linda. The Virtues Project Educator's Guide. Austin Tx: Pro Ed, 2000. Print.
  Gibbs, Jeanne. Tribes A new way of learning and being together. Sausalito, CA: CenterSource Systems,   LLC, 1995. Print.

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.

Our Multi Tier Support System team meets weekly to analyze data regarding student academics and behavior. Students with social / emotional needs referred to the team and / or identified by the team are offered small group social skills instruction with the guidance counselor, social worker or behavior specialist, individual counseling with the social worker or guidance counselor, or adult or peer mentors. Families in need are offered contact information for community resources as well as the social worker contacting organizations offering needed services on their behalf. Data is gathered on the efficacy of small and individual counseling to ensure students' needs are being met.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member | Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jennifer	Powers	Parent
Holly	Schultz	Parent
Kathy	Keleysan	Parent
Kadi	Tubbs	Business / Community
Frank	Rosello	Business/ Community
Deborah	Fugate	Teachers
Rose	Tripp	Teachers
Araceli	Martinez	Support Services Personnel

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Reva	Faust	Administrator
Johnetta	Franklin	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

The reading, writing, science and math goals emphasized professional development and team planning. Professional development was provided within the school day in reading, math and writing by district coaches. Teachers were provided planning time and support in reading, writing, science and math.

Science FCAT scores decreased by 5 points. We are not satisfied with this so additional Science professional development in the use of Science journals and curriculum units is being provided this year.

SAT 10 scores in reading and math in grades 1 and 2 improved overall. Based on this data, we feel the actions taken in primary grades are working.

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

School improvement funds allocated last year for professional development and teacher team planning times ($2500) were used to provide TDE's for teams of teachers. District coaches met with teams on at least two of the planning days to support teachers in understanding the curriculum and pacing as well as implementation of effective strategies.

Funds allocated to assist with the implementation of Schoolwide Enrichment Clusters ($2500) were used to provide materials for student cluster activities and research as well as provide support for the SEM Steering Committee in professional development and TDE's.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC gave preliminary input in the spring. Staff input gathered in the spring / summer will be shared with SAC in August. SAC will add any more necessary input at that point before they finalize and approve the SIP.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC will review school-wide data to find areas of need and provide guidance and support for our areas of need. In addition, they will provide ongoing input for monitoring and updating the SIP.

The Seminole SAC is working with St. Petersburg College and the other 8 schools in Seminole in a project to coordinate community and school resources for all of our schools. We are meeting with representatives from the college, schools and cities as well as churches and other organizations. We hope to maximize resources and build the involvement of the Seminole communities in our schools.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

School improvement funds are projected to be used to pay for substitutes to allow grade levels to plan together for implementation of the Florida State Standards and learning goals and scales ($2000) and to pay for enrichment cluster needs and expenses ($1500).

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◉ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Diane	Cato	catod@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Other: Educational Specialist (Ed.S.)	Leadership and Public Policy	11	4
Certifications (if applicable)			
Elementary Education 1- 6, Early Childhood Education, School Principal K-12, Educational Leadership K-12, Reading K-12			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Reva	Faust	faustf@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	11.5	5
Certifications (if applicable)			
Educational Leadership, Elementary Education			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

# of instructional employees: 57

% receiving effective rating or higher: 98

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100

% certified infield, pursuant to Section 1012.2315(2), F.S.:   100

% ESOL endorsed: 35.1

% reading endorsed: 8.8

% with advanced degrees: 31.6

% National Board Certified: 0

% first-year teachers: 5.3

% with 1-5 years of experience: 14

% with 6-14 years of experience: 28.1

% with 15 or more years of experience: 52.6

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

The Pinellas County School District has a process in place which assures that all schools recruit and retain high-quality, highly qualified teachers. In addition, the district hosts an early job fair for new hires; principals are able to offer a binding contract at the job fair. The district requires that all instructional personnel complete a orientation and mentoring program. Pinellas County's taxpayers passed a referendum which funds higher salaries for all teachers.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each grade level has a 45 minute common planning time every day in order to collaborate together. In addition, each grade level and group of teachers meet together one day a week as a professional learning team. Each team sets norms and goals, collects formative assessment data, and uses data to review improve the effectiveness of instruction.

Seminole Elementary has a Culture Committee that is tasked with maintaining and improving the workplace environment. The committee has funds available to host luncheons and other appreciation events.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Within the school, Professional Learning Teams, on site mentors, and monthly curriculum trainings provide support for teachers' ongoing training. The lead mentor, Cathy Dupre, is responsible to provide and organize mentoring; administrators are responsible to ensure the implementation and effectiveness of the mentoring plan. All new staff meet once a month with their mentors and the lead mentor as well as administrators to provide support. A teacher handbook is provided and updated yearly to ensure new staff have necessary information. Mentors also meet with their mentees bi-monthly or as requested.

Mentees are paired by grade level / specialty with an experienced and effective teacher. The Lead Mentor also meets with them to coordinate the overall program.

Specific planned mentoring activities include: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student achievement and data and using data to plan instruction

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

SIP goals are determined through current data and annual measurable objectives. Action plans determine steps taken to meet the goal. The action plans become the agenda(s) for the MTSS and SIP team for implementation and monitoring. Ongoing formative assessment is used to determine the adequacy of the core instruction and needed interventions for Tier 2 and Tier 3 supports. Resources and professional development are aligned to SIP goals and action plans throughout the year. Student needs for Tier 2 and Tier 3 supports are monitored by ongoing progress monitoring assessments given weekly or biweekly to each group or individual student. This data is funneled back to the MTSS team for further action.

The MTSS team meets weeklyto review progress monitoring data for Tier I, II and III. Data are displayed on the walls of the meeting room for ease of visual monitoring.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Diane	Cato	Principal, data manager, meeting facilitator
Reva	Faust	Assistant Principal, data manager
Holly	Schultz	Guidance Counselor, RTI Coordinator, coordinag
Cathy	Carey	Behavior Specialist, assists teachers with behavig
Beth	Kelzer	Social Worker, assists teachers with student need
Kristie	Linhold	School Psychologist, manages Tier 3 intervention
Jennifer	Conde	KG Team Representative, assists grade level tear
Cathy	Dupre	First Grade Representative, assists grade level te
Kathy	Patterson	Second Grade Representative, assists grade leve
Dawn	Poolson	Third Grade Representative, assists grade level t
Vicki	Grimm	Fourth Grade Representative, assists grade level
Shelly	Stebbins	Fifth Grade Representative, assists grade level t
Debbie	Fugate	ESE Representative, assists grade level team in

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Ongoing formative and progress monitoring data systems are in place at grade levels and intervention group levels. This data is gathered by team leaders and shared with the MTSS team on a monthly basis. The data is then aggregated across the school and used to monitor the SIP by the Leadership Team.

Monthly leadership meetings review and analyze pertinent data including student academic data, results of behavior interventions, surveys / environmental scan data of core curriculum and class cultures. Action plans are created to address needs and persons responsible for actions assigned. Action plans are reviewed at the next leadership team meeting.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Seminole will use the following as our data management systems: DecisionEd's Data Warehouse which includes data from: Elementary Data Solutions (EDS), PMRN, PCS Focus, and FL DOE / PCS FCAT/FSA data as well as Performance Matters on line data system which includes FCAT/FSA, PCS common assessment, SAT 10 data. In addition, we will use AIMSWEB and a school created progress monitoring program. Data sources include FSA, FCAT; SAT 10 ; FAIR; PCS district common assessments for math, writing, and science; progress monitoring data including but not limited to oral reading fluency, DAR and maze. Formative assessment data will be collected at each grade level and analyzed in grade level teams. The Math Formative Assessment System (MFAS) and assessments will be used.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS Team includes grade level representatives. Part of their responsibility is to share the knowledge they gain through being a part of the team with their grade level. Administrators and other MTSS team members attend PLC's and data chats to assist teachers in

the process. MTSS training / information is a part of staff meetings and leadership meetings as well.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Instructional programs and materials are used as resources. Teachers teach to the Florida Standards. Standards are used to create I Can statement for students which then become part of a self assessment scale. Students continuously assess their progress against the Florida Standards with the assistance of their teacher. The use of aligned materials and resources supplied by the district is monitored by administrators through weekly walkthoughs using the Administrator Quick Glance to ensure students are on pace and knowledge of the curriculum guides to ensure correct materials are being utilized in classrooms.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Seminole Elementary provides a common intervention block for each grade level during each day. Grade level teams aggregate and analyze both formative and summative data for students at that grade level. Students with similar needs are then grouped together for instruction during the intervention block. Instruction is differentiated both by level of difficulty and specific skills needed. Students who are proficient at grade level receive enrichment instruction during these times grouped with other similar students. Through the use of Schoolwide Enrichment Clusters, student receive additional opportunities to learn about a topic based on their interest and strengths.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Organize students to deepen knowledge and enrich learning.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is to enrich and extend the curriculum for all students in areas of their interest and choice. The rationale is based on research from the University of Conn. NAEG gifted center showing that students learn best when they are taught from their interest and strengths, not their deficits. Enrichment clusters provide real life connections to academic subjects, allow students to extend and enrich their knowledge of a topic of their choice, and uses their interest to accelerate the level at which students perform. The quality of the learning experiences is elevated through the integration of skills into real life tasks needed to investigate the topic. For instance, students in an astronomy enrichment cluster may decide to build a telescope, necessitating learning about reflection and refraction as well as the universe around us. Through problem solving and research, students will deepen their knowledge and understanding of self-selected topics and increase critical thinking skills.

Provide a description of the strategy below.

The strategy will be implemented through the use of School Wide Enrichment Clusters (SEM). For ten weeks each year, students select an enrichment cluster to attend one hour a week. Cluster topics are topics of interest to students and teachers, determined by surveys. Clusters are cross grade level (grades 1 - 5). In each cluster, students determine what they want to research about the topic with the end result being some type of product, performance or service. Topics are approached through the lens of a person with a career in the topic area. Students in the cluster may approach the same topic in many different ways, and all ways are supported. The 'curriculum' of the cluster is determined by the students' themselves.

How is data collected and analyzed to determine the effectiveness of this strategy?

Survey data is collected and analyzed after each 10 week round of enrichment clusters. Students, Parents and teachers are surveyed. In addition, attendance data, including absences and tardies, is collected and analyzed. This year we will be collecting data on standards

addressed in each cluster and matching it to student academic data. Data from our school shows that attendance increases on SEM days, increasing the amount of instructional time for students with attendance issues.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The SEM Steering Committee
Chairpersons: Jessica Soto, Vicki Grimm
Members: grade level representatives, administrators

INSTRUCTIONAL STRATEGY #2

Strategy Type

Every student will have regular opportunities to read independently in just right leveled books of their own choice, to write independently on topics of their own choice while being supported with conferring with adults, and to meet with a teacher in a small guided reading group on a regular basis.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is to improve students' reading and writing achievement levels by increasing the volume of reading and writing, to build stamina in reading and writing, and to provide one on one and small group targeted instructional time with students. The rationale is research which shows that student reading and writing achievement levels increase as the volume of reading and writing increase with adult conferring support.

Provide a description of the strategy below.

Each day students will read for the amount of time appropriate for their grade level. Teachers will confer with students about their reading to assess their progress and provide targeted instruction for next steps. Students will record their reading times, pages, and titles / genres of books in a reading log. Students will write each day for the appropriate amount of time for their grade level following instruction. Writing will include personal narrative and topics of their own choice as well as practice in instructed genres. Based on needs, each week students will meet with a teacher in a small guided reading group.

How is data collected and analyzed to determine the effectiveness of this strategy?

Reading logs and writing portfolios provide evidence of implementation of the strategy. Running records, E/LA common assessments and writing portfolios scored with rubrics provide evidence of the effectiveness of the strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators are responsible for ongoing monitoring of the program implementation. Administrators monitor data for effectiveness.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will become proficient in the utilization of learning goals and scales in order for teachers and students to understand the standards and track progress in learning.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is for teachers to fully understand the standards and the essential instruction necessary for students to meet the standards. This will improve planning and instruction. Learning scales will provide a means for teachers to share with students the expectations of the standards and allow students to track their own learning, thus increasing their ownership of their learning.

Provide a description of the strategy below.

During planning time, grade level teams will unpack E/LA standards for the unit being taught. From the standards, teachers will create learning scales which lay out the progression of learning to achieve the learning goal (the standard). Learning scales and goals will be shared with students and students will track their learning against the scales.

How is data collected and analyzed to determine the effectiveness of this strategy?

In subjects which scales are being implemented (E/LA), observation of students and discussions with students will provide evidence of increased ownership of learning. Data from running records and E/LA common assessments will provide evidence of the effectiveness of the strategy in increasing student achievement.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Diane Cato, administrator

INSTRUCTIONAL STRATEGY #4

Strategy Type

Every student will have regular opportunities to reflect deeply with peers and adults about their thinking in reading, writing, science and mathematics.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

In order to increase the rigor of instruction, students must have opportunities to reflect deeply on their thinking. This reflection should include both speaking, listening, and writing. Through regular reflection on their thinking, research shows students increase their level of understanding and deepen their knowledge.

Provide a description of the strategy below.

In all content areas, students will have structured opportunities to explain, describe, reflect, and discuss their thinking about content, including explaining strategies, explaining changes in thinking, and working collaboratively with peers to solve problems. Some examples of possible tools of implementation are science and math journaling, partner reading and talk about books, book clubs, Number Talks, and collaborative projects / experiments.

How is data collected and analyzed to determine the effectiveness of this strategy?

Regular assessments of student understanding of the taught curriculum will be gathered, shared and analyzed. Written explanations of student thinking is a prime example of possible assessments of this strategy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Grade level leaders, administrators

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten Teachers hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. KG teachers host a Meet the Teacher on the day prior to school opening to help students become familiar with the classroom and campus.

A Kindergarten Round Up evening is held in January to share with prospective parents highlights of the kindergarten program at Seminole Elementary, including meeting teachers, visiting classrooms, and learning about the programs offered at the school.

Fifth grade students are offered an orientation to their assigned middle school during May. In addition, an evening program including a panel of middle school students and parents, is presented each May as well.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member	Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Jennifer	Conde	KG Team Leader	condej@pcsb.org
Cathy	Dupre	First Grade Team Leader	dupreca@pcsb.org
Kathy	Patterson	Second grade Team Leader	pattersonk@pcsb.org
Dawn	Poolson	Third Grade Team Leader	poolsond@pcsb.org
Vicki	Grimm	Fourth Grade Team Leader	grimmv@pcsb.org
Shelly	Stebbins	Fifth Grade Team Leader	stebbinsm@pcsb.org
Reva	Faust	Assistant Principal	faustr@pcsb.org
Diane	Cato	Principal	catod@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The Literacy Leadership Team creates capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The LLT will meet monthly to discuss concerns and initiatives related to the Reading Process. Parent Training will be planned and delivered.

The district and school are implementing the Florida State Standards across all grade levels. The LLT will support the continued implementation of the Florida Standards. In particular, the LLT will support teachers in the use of learning goals and scales.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.8		37.8

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38.9		48.9

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72		76

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71		76

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53.6		63.6

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37		47

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18.5		28.5

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	70.8	TBD	85.8
Black/African American	45.5	TBD	70
Hispanic	50	TBD	70
Asian	55.6	TBD	70.6
American Indian	na	NA	na
English Language Learners (ELLs)	30	TBD	70
Students with Disabilities (SWDs)	47.4	TBD	70
Economically Disadvantaged	51.9	TBD	70

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Increase percentage of all students scoring proficient in Reading on FSA or SAT 10 by 25% or more.
Increase percentage of all subgroups scoring proficient in Reading on FSA or SAT 10 by 25% or more.

Provide possible data sources to measure your reading goal.

Running Record Scores
 Reading Response Journal rubrics
FSA scores
PCS E/LA Module / Unit Assessments Scores
SAT 10 Reading grades one and two

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will develop and write learning goals and scales for E/LA FL standards and use them regularly with students in all grade levels. Teachers will provide support for students to actively use scales to track and own their learning.	Administrators will create a master schedule providing common planning time for each grade level. PLC's will be scheduled weekly before school. PLC's will be scheduled so that administrators can attend each PLC weekly. Each 9 weeks, TDE's will be provided to each grade level to allow them one day to review data. unpack standards, create learning goals and scales, and plan collaboratively. To reduce the barrier of teacher lack of knowledge of scales, a book study will be implemented on The Art and Science of Teaching.
Action 2	Plan to Implement Action 2
iStation Reading software will continue to be implemented for all students. Teachers will be provided professional development in the use of iStation reports in order to differentiate use.	The master schedule for our 4 computer labs will be aligned to grade levels reading intervention blocks, allowing one teacher at a grade level to support all Tier 2 / 3 iStation students at that grade level daily. Professional development on iStation will be provided on a ProEd day by the reading department.
Action 3	Plan to Implement Action 3

All students will be provided with a minimum number of minutes of independent and partner reading time at a level appropriate to their grade level and be supported with conferencing with the teacher a minimum of once a week.	During preschool expectations for reading instruction will be reviewed. E/LA module lessons for independent and partner reading will be highlighted. Professional development will be provided for teachers needing support in conferencing with students.
Action 4	Plan to Implement Action 4
Teachers will implement Jan Richardson Guided Reading small groups at all grade levels with fidelity and be provided support in doing so.	Regular embedded professional development will be provided by the district Jan Richardson trainer. Expectations will be reviewed during preschool. Regular PLC study of Jan Richardson materials / videos will be required of all grade levels.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.8		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Increase percentage of all fourth and fifth grade students scoring proficient in Writing on FSA by 30% or more.
Increase percentage of all fourth and fifth grade subgroups scoring proficient in Writing on FSA by 30% or more.

Provide possible data sources to measure your writing goal.

Module writing tasks in E/LA module unit assessments
Weekly quality checks of writing folders focused on revision and editing skills
Monthly quality checks of published student works
Florida Standards Assessment (FSA) writing, grades 4, 5

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

The volume of writing across time will be increased for all students.	E/LA module lessons on the volume of writing on a daily basis will be highlighted during preschool. Students' writing folders will be monitored by administrators for appropriate volume of writing. Walkthroughs and informal observations will also provide monitoring.
Action 2	Plan to Implement Action 2
Students will be directly and deliberately taught the crafts of writing through the use of daily writing workshop.	Each teacher has been provided with a full set of Teachers College Units of Writing for their grade level. These materials will be used during PLCs to increase teachers' skills at teaching the craft of writing. Specific lessons within the E/LA modules will be highlighted. Walkthoughs and informal observations will provide monitoring.
Action 3	Plan to Implement Action 3
Professional development in the teaching of writing will be provided for all writing teachers.	Using data from walkthroughs, informal observations and student formative assessments, targeted professional development in writing will be provided to teachers through a book study using the Units of Writing.
Action 4	Plan to Implement Action 4
Authentic audiences will be provided for student writers.	Weekly Literacy Lunches will be conducted by administrators and other interested adults for student writers to share their writings and discuss the craft of writing. Feedback and surveys from students will be use to monitor the effectiveness of the action.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.4		39.4

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.4		38.4

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74		80

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	60.2		75.2
Black/African American	36.4		70
Hispanic	45.2		70
Asian	60		75
American Indian	NA		na
English Language Learners (ELLs)	18.2		70
Students with Disabilities (SWDs)	35.1		70
Economically Disadvantaged	46.5		70

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Increase percentage of students scoring proficient on FSA by 10% or more.
Increase percentage of students scoring proficient on SAT 10 by 10% or more.

Provide possible data sources to measure your mathematics goal.

PCS Common Assessments
MFAS (Math Formative Assessment System found on CPALMS)
Classroom assessments
Go Math assessments
Quality Checks of Math Journal Entries
FSA Math
SAT 10 Math

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Grade level teams will use MFAS formative assessments a minimum of four times a grading period to facilitate data chats across the grade level.	Professional development on MFAS will be provided to teachers during PLC's and / or staff meetings to facilitate their use of this resource. Teacher expertise with the resource will be monitored through walkthroughs and informal observations.
Action 2	Plan to Implement Action 2
All students will use ST Math online a minimum of 60 minutes per week for grades K - 1 and 90 minutes per week for grades 2 - 5. The level of curriculum percentage will be tracked to ensure all students are on track to complete the ST Math curriculum for their grade level.	Students and teachers will track progress on ST Math on a weekly basis. Teachers will be provided professional development on Bringing Jiji into the Classroom to improve the percentage of students completing the grade level curriculum. Classes will be monitored to ensure the weekly time on ST Math is being completed.
Action 3	Plan to Implement Action 3
All students will be instructed using the Math Curriculum Guide provided by the district, including the use of Number Talks. and math journals. All teachers will stay on pace with the district curriculum guide.	Administrators will create a master schedule providing common planning time for all grade levels. Grade levels will plan together for math instruction. Plans will be monitored by administrators. Instruction will be monitored through walkthroughs and informal observations.
Action 4	Plan to Implement Action 4

Students will be provided differentiated instruction (Tier 2 and 3) through the use of Go Math and Soar to Success.	Additional professional development will be provided for teachers to ensure the schoolwide use of these resources. Grade level math intervention times will be embedded into the master schedule to enable grade levels to group students across the grade level to provide differentiation.

PART II	**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.4	33	45

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.1	22	25

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase percentage of students scoring at Level 3 on Science FCAT from 33% to 45%
Increase percentage of students scoring at Level 4 or above on Science FCAT from 22% to 25%
Increase percentage of students scoring proficient or better on Science FCAT from 55% to 70%

Provide possible data sources to measure your science goal.

Quality check of science journals based on rubrics.
Grade level classroom assessments.
District Science Common Assessments.
Success Criteria
SLAGs

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers in grades 3 - 5 will establish a routine practice in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook processes.	SLAGS will be provided to all teachers in grades 3 - 5. A district science coach will provide monthly professional development support to teachers to ensure the creation of a routine practice.
Action 2	**Plan to Implement Action 2**

All teachers will establish a routine practice for students using Success Criteria to track individual progress of Learning Goals using the district provided materials.	A district science coach will provide monthly professional development support to ensure the establishment of the routing practice of using Success Criteria. The use will be monitored by administrators through walkthroughs and informal observations including student conferences.
Action 3	Plan to Implement Action 3
Students will be provided more STEM experiences, including increased participation in the District Science Fair and the after school STEM Academy.	Students will be recruited for the STEM Academy beginning in August. Multiple methods of recruitment will be employed. Information will be shared with parents at Meet the Teacher and Open House. Participation rates will be regularly monitored.
Action 4	Plan to Implement Action 4
All grade levels will implement Science journaling.	A district science coach will provide monthly professional development support to ensure the establishment of the routine use of Science journaling in all grade levels.. The use will be monitored by administrators through walkthroughs and informal observations including student conferences.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.4	33	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.1	22	25

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Increase the participation of students in the STEM Academy by 15%. Increase the number of SEM Enrichment Clusters focused on STEM topics by 15%. Increase percentage of students scoring proficient or better on Science FCAT from 55% to 70%

Provide possible data sources to measure your STEM goal.

Attendance / permission forms SEM Enrichment Cluster records District math assessments scores District science assessment scores Science FCAT scores

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Recruit students for STEM Academy using a routine process beginning in August.	Students will be recruited for the STEM Academy beginning in August. Multiple methods of recruitment will be employed. Information will be shared with parents at Meet the Teacher and Open House. Participation rates will be regularly monitored.
Action 2	Plan to Implement Action 2

The number of SEM Enrichment Clusters focused on STEM topics will be increased.	Staff will make contact with personnel in science related fields such as solar power, astronomy / telescopes, and electronics to increase SEM partners in the community who volunteer at school for SEM clusters on these topics.
Action 3	Plan to Implement Action 3
Investigate outside resources for robotics materials / clubs / clusters.	Contact Lego League / Robotics Clubs in nearby schools for information on costs. Implement a Lego League group within Enrichment Clusters if possible.
Action 4	Plan to Implement Action 4
Recognition of student success in STEM activities will be increased.	Student STEM projects will be featured on WSEL news, including a regular feature of news from the STEM Academy as well as SEM STEM clusters sharing on the news. Administrators will monitor through regular attendance on the news as well as student interviews and surveys.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	5	0	0
Grade 1	7	0	0
Grade 2	5	0	0
Grade 3	5	0	0
Grade 4	4	0	0
Grade 5	2	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	6	10.1	5
Grade 1	7	4	3
Grade 2	8	13.4	6
Grade 3	8	10.6	6
Grade 4	10	10.2	7
Grade 5	6	6.5	5

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	6	2	1
Grade 1	6	5.1	4
Grade 2	5	6.2	4
Grade 3	7	7.1	6
Grade 4	4	7.1	4
Grade 5	11	15	10

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	0	0	0
Grade 2	<1	0	0
Grade 3	1	1	0
Grade 4	0	1	0
Grade 5	0	2	1

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3	0	0
Grade 1	5	2	0
Grade 2	5	2.7	1
Grade 3	4	3.5	1
Grade 4	2	5.1	2
Grade 5	7	11.2	6

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3	1	0
Grade 1	<1	1	0
Grade 2	2	1.8	1
Grade 3	2	3.5	1
Grade 4	1	1	0
Grade 5	4	2.8	1

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	1	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1	0
Grade 1	2	2	0
Grade 2	0	0	0
Grade 3	5	2	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3	26	na	20
Grade 4	19	na	15
Grade 5	25	na	18

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	0	0
Grade 1	6	0	0
Grade 2	5	0	0
Grade 3	10	0	0
Grade 4	4	6.1	4
Grade 5	2	7.5	2

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	2	1

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	6	0	0
Grade 1	6	0	0
Grade 2	5	0	0
Grade 3	10	0	0
Grade 4	4	0	0
Grade 5	7	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Additional instruction in reading / math before, within and after the school day, Proactive Behavior Intervention Plans, mentors, absence / tardy improvement incentive program, off site tutoring program, Bringing Up Grades recognition program, regular meetings of Child Study Team, home visits

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase percentage of Black students proficient in reading	45.5	NA	70
Decrease percentage of Black students receiving referrals	11	9	5
Decrease percentage of Black students receiving ISS	6	3	1
Decrease percentage of Black students receiving OSS	9	3	1
Increase percentage of Black students proficient in Math	36.4	NA	70
Action Steps: Provide before / after school instruction in reading and math, enroll black students living at nearby apartments in off site tutoring program, provide mentors for black students with ISS / OSS / Referrals, build and increase communication between school and home, provide professional development in culturally relevant pedagogy for teachers and staff			

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Number of parent engagement opportunities 14/15: 42
Average number of parents in attendance: 100
Percent of parents in attendance: 20%
Lowest 25% / subgroup parents attendance: 15%

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Daily agenda books / planners for daily communication between teacher and parent; monthly newsletter on line and hard copies available, web site, weekly Connect Ed calls home with info about upcoming events; classroom newsletters; classwide and individual emails from teachers to parents; Positive contact within two weeks of start of school; multiple events for families to socialize with other Seminole families; open door policy for parents; Family / Community Liaison focuses on building positive relationships through orientations for volunteers and parents; yearly Meet the Teacher / Open House, Community Reach Out tutoring program at nearby apartment complex

As a continuing part of the accreditation process, parents will be surveyed and data will be used to improve parent engagement levels.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The Family / Community Liaison meets with local business, city and other agencies to engage them in our efforts. A new program, Seminole 360, will continue to be implemented this year with the assistance of the new branch Anona Methodist church meeting at Seminole St. Petersburg College campus. The focus is coordinating the efforts of the multiple partners and potential partners to increase the impact on our student achievement. Seminole Elementary is also a part of the Seminole Educational Ecosystem project, a partnership between Seminole St. Petersburg College and the Greater Seminole area School Advisory Committees to help increase the involvement of the local community in all of the Greater Seminole schools.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Seminole Elementary will work toward Bronze Level recognition with the Alliance for a Healthier Generation.	50	55	70

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	Science
Topic, Focus, and Content	Science Notebooks, SLAGs

Facilitator or Leader	Becky Nash, Science Coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all grade levels
Target Dates or Schedule *(e.g., professional development day, once a month)*	Once a month
Strategies for Follow-Up and Monitoring	Coach is here once / month to follow up; administrators monitor through coach's log and walkthroughs
Person Responsible for Monitoring	Principal, Assistant Principal
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Number Talks, ST Math, Math Journaling, Math High Level Questions
Facilitator or Leader	District JIT math coaches
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Schoolwide
Target Dates or Schedule *(e.g., professional development day, once a month)*	Scheduled as week long trainings on the 3 topics throughout year, Hot Talks Cool Moves scheduled after school component
Strategies for Follow-Up and Monitoring	Follow up will be in PLCs and Data Chat to evaluate effectiveness of implementation. Monitoring will be through lesson plans and walkthroughs / informal observations
Person Responsible for Monitoring	Principal, Assistant Principal
Professional Development Identified	
Related Goal(s)	Reading
Topic, Focus, and Content	Jan Richardson Small Group Guided Reading
Facilitator or Leader	Sandra Weaver, district literacy coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All grade levels
Target Dates or Schedule *(e.g., professional development day, once a month)*	October, February, September district after school trainings
Strategies for Follow-Up and Monitoring	Follow up will be in PLCs and Data Chats to evaluate effectiveness of implementation. Monitoring will be through lesson plans and walkthroughs / informal observations
Person Responsible for Monitoring	Principal, Assistant Principal
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Formative Assessment (MFAS)
Facilitator or Leader	Team Leaders (on line videos) and math coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All grade levels

Target Dates or Schedule *(e.g., professional development day, once a month)*	October, January
Strategies for Follow-Up and Monitoring	Follow up will be in PLCs and Data Chats to evaluate effectiveness of implementation. Monitoring will be through lesson plans and walkthroughs / informal observations
Person Responsible for Monitoring	Principal, Assistant Principal

PART IV — COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Local funds for before, within and after school instruction will be targeted at struggling students. Instruction will be coordinated to avoid duplication.

MEETING STUDENT NEEDS - 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.

Data is analyzed prior to the beginning of the school year to identify student needs. Resources are identified and listed and then allocated to meet the needs of both struggling and higher achieving students. Community partnerships supplement resources provided by the district. Each specific program has a steering committee which meets monthly at a minimum. The chair of the committee is responsible to monitor the program as well as the use of resources for the program.

PART V — BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	Reading
Actions/Plans	Teachers will develop and write learning goals and scales for E/LA FL standards and use them regularly with students in all grade levels. Teachers will provide support for students to actively use scales to track and own their learning.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	TDE's for collaborative planning
Description of Resources	Provide substitute teachers for grade levels once per semester

Funding Source	SIP
Amount Needed	$2,000.00
Budget Item Description	
Related Goal(s)	Strategy #1, Organizing students to deepen knowledge and enrich learning.
Actions/Plans	The strategy will be implemented through the use of School Wide Enrichment Clusters (SEM). For ten weeks each year, students select an enrichment cluster to attend one hour a week.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Resources / materials recommended by University of Connecticut NEAG
Description of Resources	Materials for SEM projects, LEGO League materials
Funding Source	SIP
Amount Needed	$1,500.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

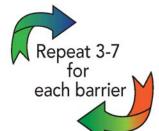**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier