



# **School Improvement Plan 2017-18**

## **Seminole Elementary School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Nanette Grasso	<b>SAC Chair:</b> Danielle Calabrese
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Every child's potential, a reality.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2%	7%	11%	7%	73%	0

<b>School Grade</b>	<b>2017:</b> C	<b>2016:</b> C	<b>2015:</b> B	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	49	56	62	61	46	57						
Learning Gains All	46	51	57	51								
Learning Gains L25%	42	38	35	32								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Nanette	Grasso	FT	1-3 years
Assistant Principal	Sharon	Wilson	FT	Less than 1 year
Behavior Specialist	Catherine	Carey	FT	11-20 years
Guidance Counselor	Holly	Schultz	FT	11-20 years
Social Worker	Elizabeth	Kelzer	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>52</b>	<b>Total Support Staff:</b>	<b>30</b>	



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Seminole Elementary utilizes the four main character traits of Honesty, Self-Motivation, Responsibility and Respect and build school wide expectations around them. These expectations and processes are outlined in our Hunter Hawk Success Plan. The expectations are posted around various areas of need around the campus. Grade level assemblies are held to address school expectations at the beginning of the year for common areas and again after the winter break or reviewed through classroom meetings. Monthly assemblies highlight the importance of making good decisions and using good character traits.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Each class writes classroom expectations aligned to the school-wide expectations. Class expectations are posted in classrooms under the headings of the four main character traits. Office staff, including administrators, behavior specialists, social worker and guidance counselor build relationships with targeted students identified through the Tier 2 / 3 process. Targeted students receive a variety of supports, including daily check-ins, group or individual contracts, PBIP’s and FBAs. Behavior data is monitored regularly to ensure equitable implementation of expectations. Behavior data includes information from check ins and walkthroughs by the office staff, numbers of referrals and disposition of referrals broken down by subgroups, consequences broken down by subgroups. Seminole Elementary is working to implement a system of restorative practice. Presently peer mediation is used to resolve conflicts between peers. The peer mediation process is facilitated by the behavior specialist who trains fifth grade students at the beginning of each school year in the peer mediation process.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Tier 1 behavior supports include school-wide character education, character assemblies, and peace tables / class meetings in classrooms to support the school-wide expectations. In addition, staff members recognize students and classes who are demonstrating expectations in common areas with compliments. Students are also recognized for demonstrating expectations in classrooms through positive office referrals. Tier 2 supports include peer mediation, social skills groups, contracts and daily check-ins with the guidance counselor or behavior specialist. Tier 3 supports include the implementation of PBIPs and FBAs.

The core curriculum implementation is monitored to ensure all students are receiving equitable opportunities to access the guaranteed and rigorous curriculum. Other academic supports include Tier 2 small groups during grade level Walk to Achievement as well as Tier 3 interventions with hourly teachers. Weekly enrichment clusters for all students provide enrichment experiences with student chosen topics in a mixed grade level group. Higher achieving students have the opportunity to learn in a gifted cluster classroom. Using compacted curriculum processes, students have opportunities to work on real world projects of their choice. Seminole Elementary will be a part of Cohort 3 of Pinellas Innovates. A group of teachers will be piloting personalized learning for students.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The following processes are currently in place to address students’ physical, social and emotional needs: Weekly Pack a Snack for students who are food challenged, counseling with guidance counselor, social worker or psychologist, social skill groups with guidance counselor such as friendship groups, groups for students experiencing parents’ divorce or other crisis, behavior contracts with behavior specialist, daily check-ins by staff to support students, peer mediation program. The MTSS team weekly reviews data and referrals for students experiencing a need for extra support physically, socially or emotionally. The team designs interventions and refers the student to the appropriate staff member (behavior specialist, guidance counselor, social worker, mentors). The child study team meets bi-weekly to review attendance and address needs of students with excessive absences.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Each grade level meets weekly in PLCs to review student progress and needs. Students in need of extra support may be referred to the MTSS team. The MTSS team meets weekly to review available student data as well as teacher referrals. Data reviewed include achievement data from Performance Matters, EDS and Unify, discipline data from School Dashboard and Decision Ed, data aggregated by guidance counselor on effectiveness of small groups, data from input to SSWIMS and BIDS, Tier II intervention data, and attendance data.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Grade level teams meet weekly in PLCs to review curriculum and data from formative assessments. Each team is provided with a TDE time each semester to plan together and receive trainings / coaching from district coaches as needed. The school leadership team gathers information on the level of learning opportunities provided to students through informal and formal observations, walkthroughs, PLC minutes, and student data. Data is compared by classrooms to ensure students are achieving equitably. Intervention are provided to teachers if needed through success plans which outline required trainings. We also have bi-monthly child study meetings which include the social worker, our school DMT, principal and district attendance specialist that address students that have missed 10% or more days of school and look for trends of why students may have been absent or are missing specific days. The specific attendance codes are studied and the data organized; completion of the Problem Solving Worksheet is done quarterly to determine any specific barriers regarding attendance. After studying the data, interventions are put in place to improve attendance which include parent meetings and the daily 100% club – 1 ribbon is mounted on the classroom door if all students in that class are present and the teacher’s name are calledout at the end of the day to congratulate the Perfect Classroom attendance.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Continue to reduce the number of referrals by 25% from 12 to 8 referrals as documented in FOCUS for the 2017-18 school year	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Every teacher made a positive contact with the family of the students in their classroom within the first two weeks of school. All Specialist made	Principal, Assistant Principal

<p>contact with at least 20 students/families. Mentoring teachers are paired with any new or new to the school staff members to reinforce a comfortable climate. Training in specific behavior strategies and cultural competence took place during pre-school; the SBLT has refined processes; check in/check out with the Behavior Specialist, Social worker and Guidance Counselor as well as peer mediation and small group classes regarding strategies. A team of teachers and instructional staff attended the Restorative Practice training in the summer and will do monthly presentations with the staff and at SAC meetings. A book study – Restorative Practices and Special Needs begins in October for staff.</p>	<p>Guidance Counselor, Behavior Specialist, Social worker</p>
<p><b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</p>	
<p>Goal: Continue to reduce the number of referrals by 25 % with our Black student population as documented in FOCUS for the 2017-2018 school year (4 students in 2016-17; reduce to 3 or less for 2017-18).</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Increase use of peer mediation and other forms of restorative practice strategies to reduce discipline gaps. Increase use of formative assessment to improve targeted instruction to reduce learning gaps. Mentors will be utilized for all African American students that have one or more warning indicators and are not meeting grade level expectations or are struggling with behavior issues.</p>	<p>Behavior Specialist, Guidance Counselor, Grade Level Team Leaders. Principal, Assistant Principal and Family Community Liaison</p>



## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Seminole Elementary has implemented School-wide Enrichment Clusters to increase student engagement. We have also implemented curriculum compacting to allow students to pursue personalized learning projects if they can demonstrate mastery on an academic unit. Teachers use resources in all subject areas to ensure alignment to standards and increased rigor. In addition, teachers implement learning goals and scales to focus students on increasing levels of performance. The data being used is 2017 FSA results as compared to the 2016 results- in ELA from 56% to 49% proficiency; in Math from 61% to 62% proficiency; in Science from the NGSSS results – 56% to 46% proficiency.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

FSA and SAT10 data indicate a need to improve the use of Jan Richardson Guided Reading in primary grades and specific reading comprehension strategies in intermediate grades. Math SAT 10 data in 2nd grade improved and in intermediate Math scores increased by 1%. ELA needs improvement; the SAT 10 scores remained the same but the achievement level went down to 49 from the previous year (2016) of 56%. Science FCAT scores (5<sup>th</sup> grade dropped from 56 in 2016 to a 46 in 2017) show a need for improvement

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use pre/post test and MAP data to measure student growth towards standards. In addition, data from learning scales are used. Grade levels use this information to regroup across the grade level to provide targeted interventions to students.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Each grade level uses an assigned period of time to regroup students across the grade level and provide targeted interventions. Teachers use data from i-station, MAP assessments for students and use this data to evaluate success of instruction and to modify instruction as needed. Our fifth grade students visit middle schools and attend meetings with middle school teachers and students to improve the success of their transition to middle school. SPC had a full day and program specifically for the fifth graders regarding advanced education choices.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will become proficient in the use of learning goals and scales in order for teachers and students to understand the standards and track progress in learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected from informal and formal observations of student and teacher use of scales and goals as well as academic data from running records and other formative assessments.	Principal and Assistant Principal
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Organize students to deepen knowledge and enrich learning through the implementation of personalized learning strategies.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Formative assessment data, student and parent survey data	Cohort 3 Pinellas Innovates Design Team .
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Improve and increase the use of Jan Richardson Guided Reading strategies in primary grade and increase small group reading instruction at all levels.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Running record data is collected monthly to monitor for regular increases in reading levels; previously common assessments now MAP; i-station reports.	Assistant Principal



**Collaboration for Professional Growth**

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Climate surveys revealed a great improvement of how staff perceives a lack of communication between and among all staff groups from the previous school year. To continue with this improvement we will be adding and enhancing Team Building skills. In addition, articulation meetings between grade levels, PLC’s and teacher to teacher mentoring and hospitality will continue this year.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Every grade level has common planning time daily. In addition, at least one morning a week is kept sacred for teams to meet to collaborate and /or plan. Every team is given TDE time to allow for more intensive work together.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Jan Richardson Guided Reading, led to some increased effectiveness but still need more professional development. Marzano learning goals and scales, teachers know how to identify and write goals and learning scales but student implementation is not where it needs to be. Professional development on implementing scales with students and student reflection of the standard taught.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Pinellas Innovates (Personalized Learning) Personalized competency based education	Summer, monthly, throughout school year	Design team of teachers and administrators	Implementation of personalized learning in at least one classroom per grade level.
Restorative Practices training	Summer; quarterly; school based training days	All staff	Cultural competence – greater student engagement
Science implementation (JIT) 2 <sup>nd</sup> through 5th grade lab training	Monthly	2 <sup>nd</sup> -5 <sup>th</sup> grade teachers	Science lab implemented with fidelity
Jan Richardson review (K-5) JIT ELA coach- reading strategies	Throughout the year	All levels	Increase small group guided reading strategies

Math- walkthrough feedback High Yield instructional strategies	Throughout the year	All levels	Increase math strategies and focus on high yield standards
ESE – IRLA, SPIRE	Throughout the year	ESE teachers	Strategies and assessments to aide in accommodations for all levels of learning.
MAP training	Throughout the year	All levels	Focused and differentiated classroom instruction for academic achievement.



## Family and Community Engagement

Connections: **District Strategic Plan** ● Goals 1,3,6,7  
**Marzano Leadership** ● Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Seminole Elementary created an outreach program to a nearby apartment complex where over 100 of our neediest families reside. Teachers meet with students at the complex clubhouse twice a week to provide tutoring, small group reading help, and build relationships with families. This program has increased the participation of our Hispanic parents significantly. In addition, school-wide enrichment clusters meet weekly in cross grade level groups focused on a common interest. Parents assist in leading the clusters. Parent involvement in this project has also increased. Anona 360 Church will provide i-Moms and All Pro Dad meetings which have been well attended in the past. Parent attendance at school events has increased but the trend is needed to continue. Families report a lack of communication from some teachers as well as a lack of knowledge about school processes and purposes. We plan to develop strategies to increase family communication and understanding.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Math night in conjunction with our local Publix and PTA support will be planned again this school year. The gifted program will continue with student-led conferences and has a high turn-out. Science Project Showcase Night was very well attended and will be repeated this school year. The SEM (School Enrichment Model) showcase night highlights PL projects aligned to the standards.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.



Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

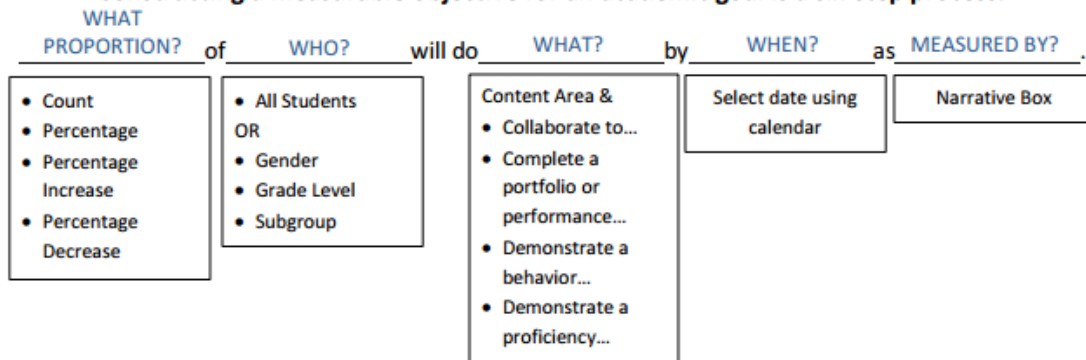
### Family Engagement / Key Goals and Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family engagement levels by building strong relationships with families	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement student led conferences at least once a year for all grade levels.	teachers
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase the school’s level of involvement in the Seminole community	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Expand the enrollment of our apartment complex outreach tutoring program and involve other community groups in it	Administrators and teachers
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Administrators
Increase the current percentage of all students scoring proficient in Reading on FSA from 49% to 60% or greater. Increase the current percentage of learning gains from 46% to 57% or greater. Increase the current percentage of the L25 from 42% to 50% or greater.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Weekly collaborative grade level planning	Lesson plans, observation documentation from walk-throughs, student assessments, progress monitoring and

	Standards based projects created by students.
Evidence and use of scales; differentiated small group instruction, journaling with feedback, full implementation of Jan Richardson Guided Reading routine at all levels and units of study, and i-Station with fidelity.	Lesson plans, walk-throughs, observations, module assessments, progress monitoring, student work and results from the computer based programs. Observation data and teacher feedback will be collected as a measure of success.

<b>Mathematics Goal</b>	<b>Goal Manager: Administrators</b>
Increase the current percentage of all students scoring proficient in Math on FSA from 62% to 69% or greater. Increase the current learning gains from 57% to 62%. Increase the current percentage of the L25 from 35% to 42%	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Standard based grade level planning and collaborating; math journaling; differentiated small group instruction. Using the district provided planning documents and process for use of manipulatives in mathematics.	Assessment data, journals, lesson plans. Observation data and teacher feedback will also be collected to determine and measure success of this action. Percentage of teachers in math training and results of student assessments  STMath data and graphs; lesson plans and walk-throughs and observations.

<b>Science Goal</b>	<b>Goal Manager: Administrators</b>
Increase the current percentage of students scoring proficient on the state-wide Science assessment from 47% to 60% or greater.	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
Standards based grade level collaborating and planning, ELA integrated (writing and reading); journaling with feedback responses, differentiated small group instruction. The Science learning activity (SLAGS) – teacher using these strategies will confirm standards based instruction.	Assessments, lesson plans, walk-throughs and observations, evidence in student journals. Daily walk-throughs and provide teacher feedback. Use of data (student data) to inform plan and for differentiating
Science Lab implementation (2 <sup>nd</sup> -5 <sup>th</sup> ); fully implement; Science Fair participation for grades K-5	Science lab pre and post tests; Beginning of the year, mid and end of the year diagnostic. Assessments, journal notations, standard based projects (all grades), participation in the Science Fair (district level).

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Healthy School	<b>Goal Manager:</b> Administrators
Continue working towards the Bronze Level status with the Alliance for a Healthier Generation	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Target for 2017-18, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition.	The Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Administrators
Increase participation in STEM academy; Increase the number of SEM Enrichment clusters focused on STEM, and increase the number of students	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Add STEM academies for primary students Robotics and Lego Robotics for Primary and Intermediate	Attendance, assessments
	Increased number of personalized learning based projects.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Guidance Counselor
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All African American students will demonstrate increased proficiency of grade level standards to 60% as measured by the 2018 ELA and Math FSA and Science FCAT 2.0 (Currently ELA 25%, Math 41%)

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Goal setting with teacher, Guidance Counselor, and /or Behavior Specialist. Recruit additional mentors and tutors for ELP programs. Assigned mentors for identified African American students. Check in and check out system for behavior. ELA and Math goal setting with mentor or leadership team. PLC discussions and data analysis will focus on monitoring the proficiency levels of the African American students in the teacher’s classes. Specific strategies to close the achievement or behavior gap will be identified by teams, implemented and monitored.	Improved assessment scores; additional participation (attendance) in the ELP programs.  Data results will be analyzed for MAP results, ST math, I Station, formative assessments, SAT 10, and FSA by grade level teams and the administration leadership team.

Subgroup Goal (ELL)	Goal Manager:
All ELL students will demonstrate increased proficiency of grade level standards to 65% as measured by the 2018 ELA and Math FSA and Science FCAT 2.0 (Currently - Not enough for a sub group)	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
All ESE students will demonstrate increased proficiency of grade level standards to 60% as measured by the 2018 ELA and Math FSA and Science FCAT 2.0 (Currently ELA -42%, Math 35%)	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Increase ELP opportunities and the Personalized Learning Projects; encourage participation and extend the “out-reach” tutoring programs. Teachers will provide specialized instruction as aligned with IEP’s for ESE students during instructional time to help increase student proficiency. Teachers will collaborate with ESE teachers to make sure students are receiving instruction designed to increase ESE student proficiency levels.	Increased assessment scores, and greater attendance rates. Data results will be analyzed – common assessments, ST math, I-Station, formative assessments, SAT 10, FSA by the grade level teams and administration. Observation and walk throughs to monitor and feedback.
Increase peer mediation and the school-wide Buddy program. Increased collaboration between ESE and General Ed teachers especially the teachers helping with mainstreaming.	Data results will be analyzed – MAP assessments, ST Math, I-Station, formative assessments, SAT 10, FSA by grade level teams and administration.

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<b>Subgroup Goal (If Needed) Enter Goal Name</b>	<b>Goal Manager:</b>
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	27	36	17					100	34

Students with excessive absences / below 90 %	14	19	21					54	15%
Students with excessive behavior / discipline**	1	0	0					1	.0002 %
Students with excessive course failures**	9	15	1					25	7 %
Students exhibiting two or more Early Warning indicators	3	15	11					29	8%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent by 10% or more from school by 5%		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Bi-monthly Child Study Team Meetings, problem solve to determine the most common reasons/barriers why students are absent. Develop and implement interventions that target identified reasons/barriers regarding school attendance. Ensure that students who are chronically absent meet regularly with a mentor. Ensure families are aware of the importance of attendance and engaged in volunteering and other attendance related activities. School wide incentive program – class recognition and rewards.		CST minutes with specific interventions and incentives; attendance reports showing data on the percentage of students absent 10% or more. Daily log of classes with 100% attendance – award winning classes and number of classes receiving recognition.

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Reduce the number of behavior referrals by 25% from 12 to 8 as documented in FOCUS for the 2017-18 school year.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Review and provide teacher training of the SWPBP; follow the CHAMPS expectations and routines; planned rigorous and engaging lesson plans. Continue with Character of the Month celebrations; character book of the month curriculum and peer mediation. Restorative practice training for all staff members.		Classroom observation and walk-through where higher levels of engagement are seen and documented. Review of lesson plans, calendared out Character of the month celebrations. Peer mediation records.

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<b>Discipline Goal – Other</b> (as needed) <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Specify	
Place goal statement here (only if needed).	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

MTSS Team, Child Study Team, ELP, STEM, Buena Vista out-reach tutoring	
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<b>Early Intervention / Extended Learning Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Goal: Students identified with EW signals will be targeted for remediation (FSA scores from 2017; SAT scores and the most recent MAP assessments)	

Actions / Activities in Support of Goal	Evidence to Measure Success
ELP before and after school opportunities as well as an out-reach program at Buena Vista Apartments and STEM	Attendance logs, assessments, lesson plan logs
CST and MTSS	Minutes from meetings and actions taken.



## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>		Complete and update only as data become available.	
# of Instructional Employees (total number)	57	% with advanced degrees	33
% receiving effective rating or higher	95	% first-year teachers	1
% highly qualified (HQT)*	100	% with 1-5 years of experience	15
% certified in-field**	100	% with 6-14 years of experience	33
% ESOL endorsed	40	% with 15 or more years of experience	51

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Mentoring program is in place – any new teacher, or new to Seminole Elementary is paired with a mentor. Monthly meetings take place for mentees and mentors and weekly support (or more) is given to teacher from mentor. Hospitality welcomes each staff member with a gift; spirit nights are planned, incentives for perfect attendance for staff meetings. Lucky draw – prizes at each faculty meeting. Input and ideas are asked for and implemented.  
 Work closely with personnel and the recruitment team to fill any vacancies with highly qualified Black and Hispanic teachers.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Nina	All	White	Business/Community
Danielle	Calabrese	Hispanic	Parent
Adrienne	Nguyen	White	Parent
Heather	Plankey	White	Parent
Freddie	Middlebrooks	Black	Teacher
Tiffany	Toth	White	Parent
Barbara	Abbott	White	Parent
Jennifer	Mercado	White	Support Employee
Sharon	Wilson	Black	Other Instructional Employee
Nina	Sweet	White	Parent
Nanette	Grasso	White	Principal



**Budget / 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. Attached budget if preferred.

TDE’s for teachers – Just in Time Coaches for ELA and math (1/2 day training once each semester). \$1500.00 Science boards – \$300.00 Headphones - \$500.00 Personalized learning materials, books for book study groups \$300.00 MyOn computer based reading program for all students \$3000.00
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