



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Seminole County Elementary School/Dr. Renea Pierce

NAME OF DISTRICT/SUPERINTENDENT:

Seminole County/Mr. Brinson Register

- Comprehensive Support School Targeted Support School Schoolwide Title 1 School
- Targeted Assistance Title 1 School Non-Title 1 School Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Dr. Renea Pierce	Principal/Chair	
Mr. Mark Earnest	Assistant Principal/	
Ms. Anna Winn	Assistant Principal/	
Mrs. Kaye Griffin	Instructional Coach/Secretary	
Jessica Miller	Teacher/Kindergarten Representative	
Tondra Moody	Teacher/ First Grade Representative	
Mrs. Kattie Rogers	Teacher/Second Grade Representative	
Mrs. Mary Hartzog	Teacher/Third Grade Representative	
Mrs. Stephanie Mims	Teacher/Fourth Grade Representative	
Mrs. Christy Croom	Teacher/Fifth Grade Representative	
Ms. Carol Houston	Counselor/RTI	
Mrs. Jessica Harris	SPED Teacher	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School ___NO___(Yes or No)

School Designated as a Focus School ___No___ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Literacy and writing</p> <p>Mathematics</p> <p>Curriculum Alignment, pacing guides and curriculum maps in ELA, math, social studies and science</p> <p>Utilization of data to drive all instructions/interventions</p>	<p>2015-2016 Strategic Planning SWOT Survey</p> <p>Georgia Milestones 2015 & 2016 EOG Data</p> <p>2015 Student Growth Data</p> <p>2015 Lexile Trend Data</p>	<p>Administrators,</p> <p>Teachers,</p> <p>Non-certified staff</p> <p>Academic Coach</p> <p>Support staff</p>	<p>School system web page</p> <p>Board Meeting</p> <p>School Council</p>
<p>Increase Lexile scores and raise rigor of instructional materials</p> <p>Increase the number of students at levels 3 and 4 on Georgia Milestones for grades 3-5, all subgroups and subjects</p> <p>Increase SWD student performance in all grades, especially 3, 4, 5</p> <p>Increase the number of students scoring above 35% on SGP in all subjects</p>	<p>2015-2016 Strategic Planning SWOT Survey</p> <p>Georgia Milestones 2015 & 2016 EOG Data</p> <p>2015 Student Growth Data</p> <p>2015 Lexile Trend Data</p>	<p>Administrators,</p> <p>Teachers,</p> <p>Non-certified staff</p> <p>Academic Coach</p> <p>Support staff</p>	<p>School system web page</p> <p>Board Meeting</p> <p>School Council</p>
<p>Attendance – reduce the number of students missing < 6 days</p> <p>Provide additional resources/communication for parents in supporting students</p>	<p>2015-2016 Strategic Planning SWOT Survey</p> <p>2015 CCRPI Attendance Data</p> <p>Title I Parent Survey</p>	<p>Administrators,</p> <p>Teachers,</p> <p>Non-certified staff</p>	<p>School system web page</p> <p>Board Meeting</p>

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		Academic Coach Support staff	School Council
Incorporating more technology based instructions, to include keyboarding, acceleration and intervention	2015-2016 Strategic Planning SWOT Survey Teacher Input Data	Administrators, Teachers, Non-certified staff Academic Coach Support staff	School system web page Board Meeting School Council
<p>Analysis of the Needs assessment surveys and data reflect a need for the following:</p> <ol style="list-style-type: none"> 1. Strategies to improve student performance on Lexile in Social Studies, Science, Vocabulary Math and Literacy & Writing. 2. Improve the percentage of students who are absent "fewer" than 6 unexcused days, and staff attendance "fewer" than days. 3. Continuous Professional Learning for I Learn and I Station (computer-based and hard copy lessons throughout the year providing teachers with strategies on how to effectively utilize data to provide RTI interventions, in addition to other identified needs based on data. 4. Utilize I Station/I Learn as a Universal Screener, for diagnostic placement with monthly assessments built in both reading and math. 			

SMART GOAL #1 (Increase the percentage of students scoring at a level 3 or 4 on the Georgia Milestones End of Grade assessment for grades 3, 4 and 5 in each subject area. Increase Lexile targets for grades 3 and 5 by the targets outlined in the attached chart (s)). See Addendum **1 A – 1 E; (SWP 2, 7, 9, 10) (TKES 2,3, 4, 5, 6, 8)**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction 2, 3, 4, 5, 6, 9 Assessment 1, 2, 3, 4, Curriculum, 1, 2, 3 Leadership 6, 7, 8 Professional Learning 1, 4, 5, 6 Planning and Organization 2, 3, 4	All	<ol style="list-style-type: none"> Align curriculum, instructions, assessments and instructional resources to the rigor of the Georgia Standards of Excellence (GSE). Continue use of I Station, I Learn, Brain Pop, Study Island, Learning Farm, McGraw Hill Reading/ELA /Math Series, Reading/Math "Bubble" groups, RTI, Grade Level Collaborative Planning weekly & Every 6 weeks. Implement "Keyboarding during lab time with designated person in lab. Implement social studies and science hands-on performance tasks. Continue use of Coach Books in grades 3, 4, & 5 in science and social studies. Implement "Mock Writing" in grades 3, 4, 5. Continue "small group" interventions/differentiation Provide continuous Professional Learning throughout the year on utilizing data from computer-based programs, and other needs based on data. Conduct more observations during social studies and science lessons (TKES). Incorporate "Literacy Skills" in social studies and science. Provide acceleration, interventions, and remediation learning activities for "All" students, that are data- driven. Continue STAR Reading/DIEBELS/AR 	DIEBELS data Vetted common assessments PL agendas and sign in sheets Collaborative planning agendas/sign in sheets/minutes Professional Learning calendar Common assessment results Student agendas Coach Books in grades 3,4,& 5 in social studies and science	<p>School Leaders Demonstrate: Dedicate time to plan instructions and vet assessments and align curriculum that are more rigorous.</p> <p>Teachers Demonstrate: Utilize assessment data to plan instruction and differentiate instructions based on assessment data.</p> <p>Students Demonstrate: Develop applicable problem-solving skills in all core subject areas.</p> <p>Parents Demonstrate: Partnership with the school in ensuring their children achieve success.</p>	Weekly review of student data, and how the data drives instructions. TKES observations and how it drives professional learning needs Regularly scheduled unit and assessment planning time. Weekly analysis and vetting of common assessments Review of STAR Reading/DIEBELS/AR Data Science and social studies data in grades 3,4,& 5	Title I Funds Substitutes Professional Learning stipends Instructional coach Mock Writing Assessment grades 3, 4, 5 Coach Books for Social Studies and Science for grades 3, 4, 5 Licensing fee for I Learn, I Station, Brain Pop, Study Island, Staff for keyboarding lab Student agenda

SMART GOAL #2 (Increase the percentage of students who miss fewer than 6 days from 75.75% in 2015-2016 to 76% in 2016-2017.)
(SWP 2, 7, 9, 10) (TKES 6, 10) (GSPS S C 1, 5) See Addendum 1 F – Attendance

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Leadership 4, 5, 6, Planning & Organization 2, 3, 4, Family, Community Involvement 2, 3, 4, 5 School Culture 3, 4, 5	All	<ol style="list-style-type: none"> School Leadership team will monitor attendance and use the established protocol for habitual student/staff absences. Recognize students/staff who earn perfect attendance. Continue the annual Parent University Continue Parental Involvement Meetings/Trainings Use Student Agenda in grades Pre-K thru 5 as a communication tool between teacher/parent. Continue "CHAMP" Program Continue musical productions to involve parents and community in school performances. 	Daily attendance forms Weekly attendance by grade levels Infinite campus data Awards for students/staff with perfect attendance Awards program certificates & invitations School Leadership team agenda and agendas Student agendas in Pre-K - 5	School Leaders Demonstrate: Monitoring of Power School Data Teachers Demonstrate: Monitoring and reporting of daily attendance on Power School in a timely manner, recognition of students for recognition Students Demonstrate: Decrease in total days absent. Parents Demonstrate: Use of Parent Portal on Power School Student agenda entries in Pre-K - 5	Attendance recognition during daily announcements Weekly attendance check during weekly teacher planning Recognition at Awards Ceremony Parent Surveys	Principal's fund 20 Additional Day funds Title I funds

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SMART GOAL #3 (Increase the % of Student Growth Percentiles by 1 point or more in ELA, Math, Science, Social Studies from the 2015-2016 score to the 2016-2017 score). SWD subgroup will meet subgroup targets in at least 2 of 4 content areas on the Georgia Milestones EOG Assessment. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction 2, 3, 4, 5, 6, 9 Assessment 1, 2, 3, 4, Curriculum, 1, 2, 3 Leadership 6, 7, 8 Professional Learning 1, 4, 5, 6 Planning and Organization 2, 3, 4	All	<ol style="list-style-type: none"> Align curriculum, instructions, assessments and instructional resources to the rigor of the Georgia Standards of Excellence (GSE). Continue use of I Station, I Learn, Brain Pop, Study Island, Learning Farm, McGraw Hill Reading/ELA /Math Series, Reading/Math "Bubble" groups, RTI, Grade Level Collaborative Planning weekly & Every 6 weeks. Implement "Keyboarding during lab time with designated person in lab. Implement social studies and science hands-on performance tasks. Continue use of Coach Books in 4th/5th grade Science and Social Studies. Implement "Mock Writing" in grades 3, 4, 5. Continue "small group" interventions/differentiation Provide continuous Professional Learning throughout the year on utilizing data from computer-based programs, and other needs based on data. Conduct more observations during social studies and science lessons (TKES). Incorporate "Literacy Skills" in social studies and science. Provide acceleration, interventions, and remediation learning activities for "All" students, that are data- driven. Continue STAR Reading/DiEBELS/AR 	DIEBELS data Vetted common assessments PL agendas and sign in sheets Collaborative planning agendas/sign in sheets/minutes Professional Learning calendar Common assessment results Student agendas	<p>School Leaders Demonstrate: Dedicate time to plan instructions and vet assessments and align curriculum that are more rigorous.</p> <p>Teachers Demonstrate: Utilize assessment data to plan instruction and differentiate instructions based on assessment data.</p> <p>Students Demonstrate: Develop applicable problem-solving skills in all core subject areas.</p> <p>Parents Demonstrate: Partnership with the school in ensuring their children achieve success.</p>	Weekly review of multiple types of student data, and how the data drives instructions. TKES observations and how it drives professional learning needs Regularly scheduled unit and assessment planning time. Weekly analysis and vetting of common assessments Review of STAR Reading/DiEBELS/AR Data	Substitutes Professional Learning stipends Instructional coach Mock Writing Assessment grades 3, 4, 5 Coach Books for Social Studies and Science Licensing fee for I Learn, I Station, Brain Pop, Study Island, Staff for keyboarding lab Student agenda

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Professional Learning Plan to Support School Improvement Plan (SWP 4) (GSPS PL 1, 3, 4, 5, 6; L 7, 8; C 1, 2, 3; A 1,2,3,4; I 4, 6, 9; P & O 2, 3, 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	2, Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
<ol style="list-style-type: none"> Unit Planning in Social Studies & Science ELA/Math Unit Planning Revisions to Curriculum Maps 	Summer/Fall/Winter/Spring 2016 -2017 beginning May 26-27, 2016	Title I Director Administrators	TKES Observations Weekly Lesson Plans	Weekly Lesson Plans Student data TKES data	Title I Funds Professional Learning Funds
<ol style="list-style-type: none"> “Mock Writing Assessment Hands on and performance tasks in Social Studies and Science 	Fall/Winter/Spring 2016-2017	Title I Director Administrator Instructional Coach Teachers	TKES Observations Weekly Lesson Plans	Weekly Lesson Plans Student data TKES data	Title I Funds Professional Learning Funds
<ol style="list-style-type: none"> I Learn & I Station PL to enhance utilization of data and resources Provide Co-teaching strategies and resource classroom strategies for SWD and regular education teachers, along with development of IEP goals 	Summer/Fall/Winter and Spring 2016-2017	Title I Director Special Ed Director Administrators I Learn Representative Teachers	Professional Learning Calendar Professional Learning agenda and sign in sheet TKES Observations	Weekly Lesson Plans Student data TKES data	Title I Funds IDEA/SPED Funds Professional Learning Funds

Highly Qualified Staff (SWP 3, 5)

All courses are taught by highly qualified staff. Yes (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.

The Seminole County School Board Policy ensures that every effort is made to recruit and hire teachers who are certified in the teaching assignment for they are needed. College education majors who have completed their student teaching at Seminole County Elementary school are often recruited for employment when positions are available.

ool Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indist.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

Addendum 1 A-F

Elementary Data from Seminole County Strategic Plan

Table 1-A

District 1: Increase the % of Grade 3 Students scoring Proficient or Higher on the Georgia Milestones

Tests (All Students)	2015 Baseline	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
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Language Arts	45%	46%	42%	43%	44%	45%
Actual Scores	---	41%	%	%	%	%
Mathematics	38%	39%	37%	38%	39%	40%
Actual Scores	---	36%	%	%	%	%
Science	20%	21%	23%	24%	26%	27%
Actual Scores	---	25%	%	%	%	%
Social Studies	4.7%	5.7%	19%	20%	20%	21%
Actual Scores	---	19%	%	%	%	%

Table 1 —B

District 2: Increase the % of Grade 4 Students scoring Proficient or Higher on the Georgia Milestones

Tests (All Students)	2015 Baseline	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts	33%	34%	25%	267%	27%	28%
Actual Scores	---	24%	%	%	%	%
Mathematics	37%	38%	27%	28%	29%	30%
Actual Scores	---	26%	%	%	%	%
Science	36%	37%	33%	34%	35%	36%
Actual Scores	---	32%	%	%	%	%
Social Studies	30%	31%	28%	29%	30%	31%
Actual Scores	---	27%	%	%	%	%

Table 1-C

District 3: Increase the % of Grade 5 Students scoring Proficient or Higher on the Georgia Milestones

Tests (All Students)	2015 Baseline	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
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Language Arts	32%	33%	35%	36%	38%	39%
Actual Scores	---	34%	%	%	%	%
Mathematics	31%	32%	34%	35%	37%	38%
Actual Scores	---	36%	%	%	%	%
Science	43%	44%	46%	47%	49%	50%
Actual Scores	---	53%	%	%	%	%
Social Studies	28%	29%	21%	22%	23%	24%
Actual Scores	---	20%	%	%	%	%

Table 1 - D

Grade Level	2014	2015	2016	2017	2018	2019	2020
Third Grade	64%	65%	58%	59%	60%	61%	62%
650 Lexile	Actual Rate	57.1%	%	%	%	%	
Fifth Grade	64%	65%	69%	70%	71%	72%	73%
850 Lexile	Actual Rate	68.1%	%	%	%	%	

District Goal 12: Increase the percentage of students achieving

Lexile Targets at all School Levels

Table 1 - E

District Goal 13: Increase the percentage of Elementary School Student Growth Percentiles 35 and higher in all content areas.

Subject	2014 Actual	2015 Target/Actual		2016 Target/Actual		2017 Target/Actual		2018 Target/Actual		2019 Target/Actual		2020 Target/Actual	
Reading	57%	57%	---		---		---		---		---		---
ELA	66%	66%	59%	60%		61%		62%		63%		64%	
Math	61%	61%	73%	74%		75%		76%		77%		78%	
Science	82%	82%	81.9%	82%		83%		84%		85%		86%	
SS	69%	69%	61.5%	62%		63%		64%		65%		66%	

Table 1 - F

District Goal 10: Increase attendance across the district

Elementary School Teachers, Leaders, Staff, Students — according to Star Ratings

School Level	2015 Attendance	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Teachers		38%	38%	39%	39%	40%
	37%	%	%	%	%	%
Leaders		100%	100%	100%	100%	100%
	100%	%	%	%	%	%
Staff		47%	47%	48%	48%	49%
	46%	%	%	%	%	%
Students		76%	77%	77%	78%	79%
	75.76%	%	%	%	%	%

Green Shading = Performance Target Achieved or Exceeded
Yellow Shading = Progress Made but Target Missed
Red Shading = No Progress Made or Performance Went Down