

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

**Spring Lake Elementary School**

**School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

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## School Information

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### **Provide the school's mission statement**

SCPS Mission Statement: The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. Parent and Family Engagement Mission Statement: Spring Lake Elementary School endeavors to provide ongoing encouragement, information and opportunities for every family to play a valuable role in the education of their children. Parents and teachers will collaborate in a cooperative environment where all parties feel validated and work towards preparing all students to become responsible, lifelong learners.

### **Provide the school's vision statement**

Model School for Teaching and Learning Vision: Spring Lake Elementary will create a self-sustaining model of advanced teaching, learning, and instructional leadership. It will become a place where other educators go to observe best practices in standards-based classrooms. Spring Lake will exemplify excellent teaching and evidence-based instructional practices that result in high levels of achievement for all students. Vision for Rigorous Instruction: Spring Lake classrooms are places where all students engage in high-complexity, team-centered tasks to achieve autonomy and high levels of learning through perseverance and productive struggle.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

The School Improvement Plan is developed in collaboration with the School Advisory Council (SAC), which includes parent representatives. The draft plan is presented and parent input is provided during a beginning of the year SAC meeting. Community newsletters and School Improvement Plan (SIP) overview information are shared with parents in both English and Spanish.

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

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Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

Spring Lake Elementary is a model school for Positive Behavior Support (PBS). A variety of procedures are in place to build a positive school culture and environment, including a school-wide system for class and grade-level House Points, Magnificent Manatees, and Staff and Students of the Month. Additionally, school-wide common expectations of the Three Bs: Be Safe, Be Respectful, and Be Responsible are incorporated into the morning news show and reviewed with students daily.

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.**

The Positive Behavior Support (PBS) Committee is comprised of staff members representative of different grade levels and areas within the school to allow for feedback and input from a variety of stakeholders. The School Advisory Council (SAC) contains staff, parent, and community representatives to provide an avenue for input and collaboration on topics impacting a positive culture within the school. Community business partners, such as Advent Health, also provide contributions to support the school environment and programs, such as the food pantry for families in need of support.

**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.**

Spring Lake Elementary implements a school-wide Positive Behavior Support (PBS) plan and is currently a Gold Level PBS Model School. Our school-wide expectations (Be Safe, Be Respectful, Be Responsible) communicate core values and common expectations. A comprehensive behavior plan and matrix outlines common area procedures and expected standards of behavior. A school-wide behavior recognition system of House Points is also utilized to recognize and reinforce positive behavior. Students and staff members of the month are recognized regularly. The PBS team meets periodically for continuous improvement of current practices. Additionally, Spring Lake Elementary supports students by assigning mentors. Teachers, support staff, and approved volunteers may serve in this capacity. Our Guidance Counselor and School Social Worker are available to support students identified as needing counseling, mentoring, social skills, social emotional learning programs, and other pupil services. Spring Lake's School Administration Manager and Guidance Department provide support to families in need of school supplies, clothing, food, and miscellaneous items. Community business partners and parent volunteers contribute to our food pantry program to support families in need. Annually, school administration conducts a training for all staff on SCPS Bullying Procedures. The Guidance Counselor, Social Worker, and School Administration Manager also provide informational lessons to students during the school year on bully prevention and bully reporting.

**Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.**

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Kelly Mitchell	Principal	<a href="mailto:kelly_mitchell@scps.k12.fl.us">kelly_mitchell@scps.k12.fl.us</a>	SIP, Low Quartile, SST, Teacher Feedback, PBS, Emergency Response, Teacher/Staff Evaluations, PD, PLCs, PTA, Budget, SAC, Communication
Danielle Alchin	Assistant Principal	<a href="mailto:alchindz@scps.k12.fl.us">alchindz@scps.k12.fl.us</a>	SIP, Low Quartile, Teacher Feedback, PBS, Emergency Response, Teacher Evaluation, Progress Monitoring, PD, PLCs, Climate Surveys, Calendars, SAC, ESSER/Tutorial Programs, Textbooks
Kellie Cashion	Assistant Principal	<a href="mailto:kellie_cashion@scps.k12.fl.us">kellie_cashion@scps.k12.fl.us</a>	MTSS, SIP, Low Quartile, Teacher Feedback, PBS, Emergency Response, Teacher Evaluations, PD, PLCs, Calendars, SLC, CSM
Kammi Berry	School Administration Manager	<a href="mailto:kammi_berry@scps.k12.fl.us">kammi_berry@scps.k12.fl.us</a>	PBS, Emergency Response, Staff Evaluations, Climate Surveys, PTA, Families in Need, Calendars, Business Partners, Dividends, Title 1, Testing Coordinator, Tutorial Programs, Newsletters
Lillian Tinsley	Guidance Counselor	<a href="mailto:tinslelc@scps.k12.fl.us">tinslelc@scps.k12.fl.us</a>	MTSS, PBS, Guidance Services, SST, Behavior Interventions, Crisis Support, Families in Need, Title 1
Latisha Mitchell	Social Worker	<a href="mailto:mitchelz1@scps.k12.fl.us">mitchelz1@scps.k12.fl.us</a>	MTSS, Truancy, Social Skills/SEL Lessons, Behavior Interventions, Families in Need, Home-School Liason, Title 1
Ilaria Bonomo	Instructional Coach	<a href="mailto:ilaria_bonomo@scps.k12.fl.us">ilaria_bonomo@scps.k12.fl.us</a>	MTSS, SIP, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PD, PLCs, Tutorial Programs

Nicole Lind

Instructional Coach

[nicole\\_mills@scps.k12.fl.us](mailto:nicole_mills@scps.k12.fl.us)

MTSS, SIP, Data Monitoring, Low Quartile, Peer  
Feedback/Mentor, PD, PLCs, Tutorial Programs

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Kelly Mitchell	Principal	<a href="mailto:kelly_mitchell@scps.k12.fl.us">kelly_mitchell@scps.k12.fl.us</a>	PLCs, Standards-Aligned Planning and Instruction, Common Assessments, Data Analysis, and Progress Monitoring
Ilaria Bonomo	Instructional Coach	<a href="mailto:ilaria_bonomo@scps.k12.fl.us">ilaria_bonomo@scps.k12.fl.us</a>	PLCs, Standards-Aligned Planning and Instruction, Common Assessments, Data Analysis, and Progress Monitoring
Christin Morin	K Team Leader	<a href="mailto:spittlcz@scps.k12.fl.us">spittlcz@scps.k12.fl.us</a>	PLCs, Standards-Aligned Planning and Instruction, Common Assessments, Data Analysis, and Progress Monitoring
Victoria Hill	1st Team Leader	<a href="mailto:hillvz@scps.k12.fl.us">hillvz@scps.k12.fl.us</a>	PLCs, Standards-Aligned Planning and Instruction, Common Assessments, Data Analysis, and Progress Monitoring
Jessica Danford	2nd Team Leader	<a href="mailto:danforjz@scps.k12.fl.us">danforjz@scps.k12.fl.us</a>	PLCs, Standards-Aligned Planning and Instruction, Common Assessments, Data Analysis, and Progress Monitoring
Lauren Walke	3rd Team Leader	<a href="mailto:walkelz@scps.k12.fl.us">walkelz@scps.k12.fl.us</a>	PLCs, Standards-Aligned Planning and Instruction, Common Assessments, Data Analysis, and Progress Monitoring



Michael Circe

4th Team Leader

[michael\\_circe@scps.k12.fl.us](mailto:michael_circe@scps.k12.fl.us)

PLCs, Standards-Aligned Planning and Instruction,  
Common Assessments, Data Analysis, and Progress  
Monitoring

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Jessica Sprague

5th Team Leader

[spragujz@scps.k12.fl.us](mailto:spragujz@scps.k12.fl.us)

PLCs, Standards-Aligned Planning and Instruction,  
Common Assessments, Data Analysis, and Progress  
Monitoring

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## Public and Collaborative Teaching

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

Spring Lake Elementary supports positive working relationships between teachers in a variety of ways, including providing mentors to new teachers, embedding collaborative planning time into professional development, implementing positive recognition programs for staff, planning for team-building activities, providing opportunities for teachers to observe in and learn from other classrooms, and providing regular formative feedback to teachers. Each new teacher receives multiple layers of support from administration, coaches, team leaders, colleagues, and a new teacher mentor. New teacher meetings are scheduled periodically to answer questions and ensure new teachers have the tools and resources needed. New teachers have the opportunity to visit classrooms of experienced teachers throughout the school year with an instructional coach to observe and debrief on effective instructional strategies. Collaborative planning time is built into the weekly schedule through three PLC meetings to plan for standards-based instructional units and review data and evidence of student learning. Additionally, Wednesday professional development time is allocated monthly for collaborative planning for instruction. Multiple positive recognition programs are in place to recognize the accomplishments of staff members, such as staff members of the month and special Manatee Recognitions during staff meetings or on the morning news show. Each classroom teacher receives on-going, formative feedback regularly from an administrator or instructional coach. This feedback is focused on various, research-based indicators and protocols for rigorous, standards-driven instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were “highly qualified” and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

**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.**

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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## Student Transition and Readiness

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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

Spring Lake Elementary uses a variety of methods to encourage college and career readiness in students. The Teach-In event held annually in November brings many volunteer professionals from the community into our classrooms to talk with students about their careers. This year, we are continuing parent and family engagement events throughout the year focused on providing support for core content areas of Reading, Math, and Science. Each year, 5th grade students receive presentations on middle school transfer options and program of emphasis opportunities.

**Identify the career and technical education programs available to students and industry or community organizations.**

All students at Spring Lake Elementary participate in computer science and coding initiatives during the course of the school year. As part of the school's special area rotation schedule, all students attend digital learning courses with the STEM Teacher. The emphasis of this instructional time is on computer sciences, coding, and robotics. Additionally, strategies to integrate other essential 21st century skills are embedded in all content areas: collaborative learning and discussion, critical thinking, problem-solving, inquiry, project-based learning, and hands-on experiences. Grade level teachers work collaboratively to develop integrated, discipline-based science and social studies curriculum units to ensure content standards in these areas are taught and authentically assessed during the ELA block.

## Elementary Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

  

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

## Essential Instructional Priority 1 – Quality Instruction

### Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Grade level teams will use common Student Data Notebooks. Student Data Notebooks will include on-going, student-owned progress monitoring of iReady, formative assessments, unit assessments, and tracking of standards-based Learning Targets and Success Criteria. iReady data chats will be held between teachers and students to set goals, monitor progress on diagnostics, and assess weekly usage and lesson performance.	Administration, Instructional Coaches, Teachers	On-Going: September- May	Y	On-Going: September-May Following each Diagnostic Assessment: Baseline, Mid-Year, and End of Year	Student Completion of each Unit or other Progress Monitoring Assessment Data Notebooks will serve as evidence of student owned progress monitoring and will include artifacts showing students' learning progress on iReady, formative assessments, unit assessments, and tracking of standards-based Learning Targets and Success Criteria.

## Low 30% Monitoring Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
<p>Students in the Low 30 will be monitored regularly through a digital data spreadsheet and during weekly data chats between administrators, coaches, and teachers. All Low 30 students will be recommended to participate in data-driven, standards-based after school tutorial programs. Teachers will monitor student mastery of standards throughout curriculum units. Regular monitoring of Low 30 students in EdInsight will occur during weekly MTSS meetings. The Leadership Team will review Low 30 achievement and intervention data regularly following MTSS Grade Level cycles. Low 30 students will be assigned a mentor/motivator to meet with regularly to set goals, to discuss their academic progress, and to review their data notebooks. The MTSS Team will monitor and create specific intervention plans based on individual student needs in the Low 30 and place them in the appropriate intervention groups. Through the use of the Trend Tracker and iObservation, administrators will provide to teachers on-going feedback on high-impact instructional strategies, Target-Task Alignment, Core Actions for Standards-Based Lesson Planning, Teaming Structures, and additional instructional strategies.</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>On-Going: August-May</p>	<p>Y</p>	<p>On-Going: August-May</p>	<p>Evidence of growth of Lowest Quartile students will be visible in iReady diagnostic stretch goal progress, formative assessments, tracking of Learning Targets and Success Criteria, and closing the achievement gap over time on MTSS intervention and digital data board collections. By providing regular feedback through notes or iObservation, teacher growth and progress in implementing high-impact strategies will be evident in Trend Tracker and observation data. On-going review of each student’s data notebook.</p>

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>High Level 1 students will be regularly monitored through a digital data spreadsheet and during weekly data chats between administrators, coaches, and teachers. All High Level 1 students will be recommended to participate in data-driven, standards-based after school tutorial programs. Teachers will monitor student mastery of standards throughout curriculum units. Regular monitoring of High Level 1 students in EdInsight will occur during weekly MTSS meetings. The Leadership Team will review High Level 1 students' achievement and intervention data regularly following MTSS Grade Level cycles. The MTSS Team will monitor and create specific intervention plans based on individual student needs of students who are High Level 1 and place them in the appropriate intervention groups. Through the use of the Trend Tracker and iObservation, administrators will provide on-going feedback to teachers on high-impact instructional strategies, Target-Task Alignment, Core Actions for Standards-Based Lesson Planning, Teaming Structures, and additional instructional strategies.</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>On-Going: August-May</p>	<p>Y</p>	<p>On-Going: August- May</p>	<p>Evidence of growth of High Level 1 students will be visible in iReady diagnostic stretch goal progress, formative assessments, tracking of Learning Targets and Success Criteria, and closing the achievement gap over time on MTSS intervention and digital data board collections. By providing regular feedback in iObservation, teacher growth and progress in implementing high-impact strategies and techniques will be evident in Trend Tracker and observation data.</p>



High Level 2 students will be regularly monitored through a digital data spreadsheets and during weekly data chats and MTSS meetings between administrators, coaches, and teachers. All High Level 2 students will be recommended to participate in data-driven, standards-based morning computer lab tutorial programs and in-school tutorial groups. Teachers will monitor student mastery of standards throughout curriculum units. The Leadership Team will review High Level 2 students' achievement and intervention data regularly following MTSS Grade Level cycles. The MTSS Team will monitor and create specific intervention plans based on individual student needs of students who are High Level 2 and place them in the appropriate intervention groups. Through the use of notes and iObservation, administrators will provide on-going feedback to teachers on high-impact instructional strategies, Target-Task Alignment, Core Actions for Standards-Based Lesson Planning, Teaming Structures, and additional instructional strategies.

Administration,  
Instructional Coaches,  
Teachers

On-Going:  
August-May

Y

On-Going: August-  
May

Evidence of growth of High Level 2 students will be visible in iReady diagnostic stretch goal progress, formative assessments, tracking of Learning Targets and Success Criteria, and closing the achievement gap over time on intervention and digital data board collections. By providing regular feedback in iObservation, teacher growth and progress in implementing high-impact strategies and techniques will be evident in Trend Tracker and observation data.

## Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Low Level 3 students will be regularly monitored through digital data spreadsheets and during weekly data chats and MTSS meetings between administrators, coaches, and teachers. All Low Level 3 students will be recommended to participate in data-driven, standards-based morning computer lab tutorial programs and in-school tutorial groups. Teachers will monitor student mastery of standards throughout curriculum units. Additionally, teachers will plan standards-based curriculum units, implement rigorous tasks during the core curriculum, and incorporate small group, differentiated instruction in order to increase the proficiency of Low Level 3 students. The Leadership Team will review Low Level 3 students' achievement and intervention data regularly following MTSS Grade Level cycles. The MTSS Team will monitor and create specific intervention plans based on individual student needs of students who are Low Level 3 and place them in the appropriate intervention groups. Through the use of notes and iObservation, administrators will provide on-going feedback to teachers on high-impact instructional strategies, Target-Task Alignment, Core Actions for Standards-Based Lesson Planning, Teaming Structures, and additional instructional strategies.</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>On-Going: August-May</p>	<p>Y</p>	<p>On-Going: August-May</p>	<p>Evidence of growth of Low Level 3 students will be visible in iReady diagnostic stretch goal progress, formative assessments, tracking of Learning Targets and Success Criteria, and closing the achievement gap over time on intervention and digital data board collections. By providing regular feedback in iObservation, teacher growth and progress in implementing high-impact, instructional strategies and techniques will be evident in Trend Tracker and observation data.</p>

## Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>School Tutorial Funds will be used to support both in-school small group interventions and after school tutorial programs for Reading and Math. After school tutorial will target Low Quartile and High 1/2, Low 3 subgroups. Morning tutorial programs will be offered to support SWD and ELL subgroups. In-school tutorial will target students in grades 3-5 in the Low Quartile or with a High Level 2 or Low Level 3 to provide additional standards-based on grade level support.</p>	<p>Administration, Instructional Coaches, Paraprofessionals, Teachers</p>	<p>On-going: September - May</p>	<p>Y</p>	<p>On-going: September - May</p>	<p>Ready diagnostic stretch goal progress, weekly iReady lesson progress, Dreambox, formative assessments, tracking of Learning Targets and Success Criteria, cold read assessments, Standards Mastery or Corrective Reading assessments, and closing the achievement gap over time on intervention and data spreadsheets.</p>

## Elementary Essential Instructional Priority 2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

## Essential Instructional Priority 2 – Conditions for Learning

### Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Attendance monitoring will take place during MTSS meetings and through monitoring of attendance reports and student risk scores in EdInsight. The school guidance team will coordinate parent notification letters and parent meetings as needed to proactively address truancy concerns. Letters will be sent home upon 5/10/15 unexcused absences in 90 days.	Administration, Social Worker, Guidance Counselor, Teachers	On-going: September - May	N	On-going: September - May	Attendance is monitored daily by classroom teachers. Weekly calls made by the Social Worker to families. Records of truancy notification in EdInsight on a monthly basis, resulting in fewer student absences.

## Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School/Campus Safety	<p>Spring Lake Elementary has created and implemented clear systems, routines, and procedures for arrival, classroom, dining room, and dismissal with adult supervision at all times. 1. Safety procedures are in place for circumstances such as, but not limited to, code red, code yellow, fire, tornado, and other severe weather. Our administrators and uniformed school officer are visible around campus, in the dining room, in classrooms, and at dismissal which enhances all safety systems and procedures. Radios used among the leadership and safety team allows for continuous and prompt communication 2. Provided professional development on social-emotional learning and its relationship to creating a positive, caring and supportive school community. 3. Articulate, demonstrate, and teach the specific practices regularly that reflect the application of the school’s Positive Behavior Support (PBS) Universal Guidelines to the contexts students will encounter before/during/after school. 4. Adults across the campus will continue to clarify expectations for positive interpersonal interaction.</p>	<p>Administrators, Instructional Coaches, Teachers, Guidance Counselors, Social Worker</p>	<p>Ongoing: August-May</p>	<p>Y</p>	<p>Ongoing: August-May</p>	<p>Discipline Data MTSS Data Risk Assessments Threat Assessments</p>

## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N )	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
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## Optional Action Plan

<b>Topic Item</b>	<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>
Positive Behavior Support	Behavior monitoring will occur through on-going Positive Behavior Support (PBS) initiatives, social skills groups, EdInsight data reports, and parent-teacher conferences	Administration, Social Worker, Guidance, Counselor, Teacher	On-going: September - May	Y	On-going: September - May



## Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>A spreadsheet of Advanced Opportunities (AO) students is used to track program participation of identified students. The Gifted Resource Teacher leads Talent Development programs throughout the year. Teachers will plan standards-based curriculum units, implement rigorous tasks during the core curriculum, and incorporate small group, differentiated instruction in order to provide enrichment and acceleration opportunities for AO students. Additionally, teachers will implement teaming structures in the classroom to provide students with the opportunity to develop collaborative problem-solving and critical thinking skills. A variety of extracurricular activities, such as chorus, coding, and robotics, will be available to students. Advanced Opportunity students are also encouraged to participate in Dual Language and PRIMES programs. Through use of the Growth Tracker, administrators will provide on-going feedback to teachers in Target-Task Alignment, Core Actions for Standards-Based Lesson Planning, Teaming Structures, and additional LSI techniques.</p>	<p>Administration, Instructional Coaches, Gifted Resource Teacher, Teachers</p>	<p>On-going: September - May</p>	<p>Y</p>	<p>On-going: September – May</p>	<p>Evidence of growth of Advanced Opportunity students will be visible in iReady diagnostic stretch goal progress, formative assessments, and tracking of Learning Targets and Success Criteria. AO student participation in extracurricular programs will be monitored through attendance rosters and the Advanced Opportunity spreadsheet. Evidence of collaborative problem solving and critical thinking skills will be visible in students' performance on rigorous unit performance tasks. By providing regular feedback in the Growth Tracker, teacher growth and progress in implementing LSI strategies and techniques will be evident in Trend Tracker and observation data.</p>

## Increasing the Number of Digital Tools Earned Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Integrate digital tools programs and instruction during bi-monthly STEM classes for 5th grade students on the specials rotation.	Heather Williamson	September- May	N	Every other week during STEM classes	Student work demonstrating use of digital tools

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## Every Student Succeeds Act Instructional Priorities

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The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

*See data points in Quality Instruction for the subgroups listed below.*

### **School has a subgroup scoring below 42% on the FPPI**

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Yes

Finding(s):

Students with disabilities

ELLs

### **How will your school's culture and environment be monitored through the lens of behavior or discipline data?**

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Based upon the Safe Schools for Alex website, Spring Lake ranks #212 out of 1,395 elementary schools in the state and #10 out of 34 elementary schools in SCPS. There were .1 incidents per 100 students, which is less than the statewide average of 1 per 100 students. A primary area of focus for the upcoming school year will be monitoring the number of suspensions. According to data on the website, the number of in-school suspensions increased from 18-19 to 19-20 from 41 to 55. The number of out-of-school suspensions increased from 18-19 to 19-20 from 22 to 24. School administration, guidance staff, and teachers will work together to implement SEL lessons, programs for school-wide Positive Behavior Support, and individual MTSS intervention plans for behavior.

## Action Plan

### 1st Finding

Students with disabilities

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
SCPS Curriculum Project - SWD students will receive data-based, small group direct instruction using the Corrective Reading and Reading Mastery programs.	Administration, ESE Teachers and Staff	September-May	Y	Daily	Data collection from Reading Mastery and Corrective Reading instruction
On-Going Progress Monitoring - Students performing below grade level in the SWD subgroup will receive more frequent progress monitoring (classroom data, district assessments, intervention groups, etc.).	Administration, Instructional Coaches, Teachers	September-May	N	Bi-Weekly	Intervention data tracking sheets, classroom grades, formative and district assessment data spreadsheets

## Action Plan

### 2nd Finding

ELLs

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Prioritizing Push-In Support During Core Instruction - The primary method to support ELL students will be shifted to push-in during Tier 1 core instruction, rather than the traditional pull out model, to ensure students do not miss core content and receive instruction scaffolded to the grade level standards. Pull-out support will be limited to new ELL students who do not yet speak fluent English.</p>	<p>Administration, ESOL Teachers, Teachers</p>	<p>September-May</p>	<p>N</p>	<p>Daily</p>	<p>Intervention data tracking sheets, classroom grades, formative and district assessment data spreadsheets</p>
<p>On-Going Progress Monitoring - Students performing below grade level in the ELL subgroup will receive more frequent progress monitoring (classroom data, district assessments, intervention groups, etc.).</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>September-May</p>	<p>N</p>	<p>Bi-Monthly</p>	<p>Intervention data tracking sheets, classroom grades, formative and district assessment data spreadsheets</p>

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	Not Yet
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School has a key person who coordinates and monitors the implementation of inclusive education.	Partially Beginning
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All special education teachers are collaborative members of a gen. ed. curriculum team.	Not Yet
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## Action Plan

### Indicator 1

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Establish and monitor short and long-term goals for improvement in inclusive educational practices.	Administration, Guidance Counselor, Teachers	Aug-May	N	Quarterly	Established Goals, Quarterly Meetings to Monitor Progress

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### Indicator 2

School has a key person who coordinates and monitors the implementation of inclusive education.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Designate a key person to coordinate and monitor the implementation of inclusive education.	Administration, Guidance Counselor	September	N	Beginning of the School Year	Key Person Identified, Quarterly Meetings to Monitor Progress

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### Indicator 3

All special education teachers are collaborative members of a gen. ed. curriculum team.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers of special education are collaborative members of general education curriculum teams.	Administration, Instructional Coaches, Teachers	Aug-May	N	Weekly	PLC Meetings, Collaborative Planning Sessions

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## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Instructional Model and Research-Based Strategies	1	Aug-May	Training for SCPS Instructional Model Techniques: Learning Targets, Teaming, Processing Information, Tracking Progress, etc.	School-Wide	60	Administration, Instructional Coaches, Teachers
PLCs: Standards-Based Lesson Planning and Implementation	1	Aug-May	Planning and implementing standards-based Math, Science, and ELA lessons based upon SCPS Frameworks and pacing guides	Grade Level PLCs	60	Administration, Instructional Coaches, Teachers
Student-Owned Progress Monitoring	1	Aug-May	Training for planning and effectively implementing Student Data notebooks and using Success Criteria to track student progress.	Grade Level PLCs	60	Administration, Instructional Coaches, Teachers
Subgroup Progress Monitoring	1	Aug-May	Strategies for on-going monitoring of Low Quartile, High Level 1, High Level 2, and Low Level 3 subgroups	Grade Level PLCs	60	Administration, Instructional Coaches, Teachers
iReady	1	Quarterly	Training for effectively using iReady tools, resources, delivering instruction, and monitoring student progres	Grade Level PLCs	60	Administration, Instructional Coaches, Teachers
School Safety Procedures	2	Aug-Sept	Trainings for: Emergencies, Active Threat, Child Abuse, Bully Reporting, and Youth Mental Health Awareness	School-Wide	100	All Staff

Positive Behavior Support and Social-Emotional Learning	2	Quarterly	Staff trainings on Positive Behavior Support (PBS) and Social-Emotional Learning (SEL)	School-Wide	100	All Staff
Advanced Opportunities	3	Semester	PLC-based trainings to assist teachers in the identification of students to receive advanced or accelerated learning opportunities, such as Talent Development.	Grade Level PLCs	55	Administration, Instructional Coaches, Gifted Resource Teacher, Teachers
Data monitoring and Tier 1 instructional support for teachers of SWD and ELL students.	1	On-going	Monitoring of on-going assessment data for students in the SWD and ELL subgroups. Utilizing ESE and ESOL support teachers to provide scaffolded, on-grade-level instruction during Tier 1.	PLC	55	Administration, Instructional Coaches, Teachers
ELA Writing Instruction	1	Monthly	Monthly PLCs focused on standards-based ELA Writing instruction	4th/5th Grade Level PLCs	20	Administration, Instructional Coaches, 4th/5th Grade Teachers
MTSS, Intervention, and Differentiated Instruction	1, 2	Weekly/Quarterly	Quarterly trainings and weekly meetings to plan for MTSS interventions and data monitoring	Grade Level PLCs	65	Administration, Social Worker, Guidance Counselor, Instructional Coaches, Teachers