

# *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)

## **Casselberry Elementary School**

### **School Improvement Plan 2020-2021**

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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**

Through partnership of school, community and family, Casselberry Elementary School will provide a positive, motivating, and safe environment, where the potential of each child is developed; equipping them with the skills to take confident steps toward the future.

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

At Casselberry Elementary School, our vision is to build positive relationships and culture by creating a stronger, more self-sustaining community, helping students and families acquire education, skills, and necessary resources to build self-sufficient prosperous lives.

### **Describe how the school involved parents and the community in developing this plan.**

Casselberry Elementary uses the Parent Involvement Plan (PIP) to meet these requirements. Also, parents and community help develop this plan through our School Advisory Council (SAC).

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## Supportive Environment

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**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.**

Families are encouraged to volunteer at our school and participate in PTSA, SAC, and our many family events. Parents participate in student-led data chats and parent-teacher conferences at least twice each year. Report cards and progress reports are sent home each quarter.

**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.**

Casselberry Elementary has established an in-house counseling service to meet the needs of our students including anger management, peer resolution, social skills, divorce group, and one on-one when needed. We have student mentor programs and our food pantry is set up for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member or fellow student. Our Guidance Counselor, Behavior Interventionist, Social Worker, District Mental Health Counselor, and Big Bear on-site therapist also serve as resources.

**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.

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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.**

Teachers at Casselberry Elementary meet in Professional Learning Communities (PLCs) on a weekly basis for reading and math. During these meetings, teachers collaborate and discuss student data and plan lessons, interventions and differentiated instruction. Teachers have meaningful conversations and make instructional decisions to meet the needs of all students. Our Instructional Coaches facilitate these PLCs. Our teachers also participate in multiple Instructional Rounds throughout the school year where they observe each other teaching and provide feedback.

### **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 we 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 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 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 instructional 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 activities are logged by the CLM and are monitored with the support of assigned district staff.

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## Effective Leadership

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### List the members of the leadership team.

Name	Title	Email	Responsibilities
Mallory Lambert	Principal	<a href="mailto:hollidmz@scps.k12.fl.us">hollidmz@scps.k12.fl.us</a>	Instructional Expectations, 3-5 Evaluations, Self-Contained ESE Evaluations, Leadership Team Meetings and Evaluations, Emergency Response Team, Team Leader Meetings, School Handbooks, SAC, PTSA, Interns, Budget, Hiring, SIP, Data Meetings, Staff Meetings, PD Calendar, Class Lists, Field Trips, Staff Attendance, CBES Facebook, School Messenger, i-Ready Monitoring
Mary Walters-Clark	Assistant Principal	<a href="mailto:mary_walters-clark@scps.k12.fl.us">mary_walters-clark@scps.k12.fl.us</a>	K-2 Evaluations, PAM Evaluations, Early Warning Systems, School Improvement Surveys, SLPs, VE, ESOL, School Newsletters, PD Compliance, PTSA, Summer Learning Camp, Kinder Camp
Gary Lowe	SAM	<a href="mailto:gary_lowe@scps.k12.fl.us">gary_lowe@scps.k12.fl.us</a>	Title I Compliance, Assessment Coordinator, Math MTSS, Spelling Bee, Non-Instructional Evaluations, Teach-In, Leader in Me, Facilities, Custodians, Drill Schedules, Textbook Coordinator, Duty Schedules, School Events

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Teresa Jaap	Behavior Interventionist	<a href="mailto:teresa_jaap@scps.k12.fl.us">teresa_jaap@scps.k12.fl.us</a>	Student Attendance, Uniforms, Behavior MTSS, Discipline, PBS
Brittany Jacobs	3-5 Reading Coach	<a href="mailto:jacobsbz@scps.k12.fl.us">jacobsbz@scps.k12.fl.us</a>	Portfolios, 3-5 Reading Instruction, i-Ready Champion, 3-5 Reading PLCs, Reading MTSS, CBES News, AR, Literacy Week, Leader of the Week, 4th-5th Book Club
Erin Magnani	3-5 Math Coach	<a href="mailto:erin_magnani@scps.k12.fl.us">erin_magnani@scps.k12.fl.us</a>	3-5 Math PLCs, 3-5 Math Instruction, Math Olympiad, Schedules, Advanced Opportunities
Timothy Van Hoven	Media/ETF	<a href="mailto:timothy_vanhoven@scps.k12.fl.us">timothy_vanhoven@scps.k12.fl.us</a>	Technology Support, Media Center, Kace Orders, AR, CBES News, School Calendar, CBES Website, Odyssey of the Mind, Gradebook, School Messenger Emails
Stephanie Mercillott	K-2 Instructional Coach	<a href="mailto:stephanie_suarez@scps.k12.fl.us">stephanie_suarez@scps.k12.fl.us</a>	K-2 Instruction, K-2 PLCs, 3rd Grade Book Club, 3rd Grade Retainees

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**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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### PreK-12 Transition

**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.

### College and Career Readiness

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

We include Stephen Covey's 7 Habits of Highly Effective People/The Leader in Me to promote lifelong skills for the 21st century learner. Our neighbors, South Seminole Academy, partner with us throughout the year for different events to foster our leadership connection, as they are also a Leader in Me Lighthouse School. Our annual Teach-In event brings community members and parents onto our campus to share their careers and trades, which offers our students the ability to learn about varying careers in Central Florida.

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

DEAL (Drop Everything and Lead) Clubs allow students to participate in programs from a variety of backgrounds. Some examples are Sign Language, Dance, Recycling, Yoga, Robotics and Gardening. These clubs are offered to all students at various times throughout the school year.

## Elementary Essential Instructional Priority #1 – Quality Instruction

### 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 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.*

*\*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

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

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

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

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

## Elementary Essential Instructional Priority #1 - Quality Instruction

### Action Plan

#### Student Owned Progress Monitoring

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?	ESSA Finding Addressed
Each student will have a Leadership (Data) Notebook.	Teachers, Instructional Coaches, Administration	May-21	N	Weekly	Student-led conferences, Class data boards, Leadership notebooks	N/A
Each student will participate in at least one student-led conference with their parents.	Teachers, Instructional Coaches, Administration	May-21	N	At least once a year	Student-led conferences, Class data boards, Leadership notebooks	N/A
Each class will have data boards.	Teachers, Instructional Coaches, Administration	May-21	N	Weekly	Student-led conferences, Class data boards, Leadership notebooks	N/A

**Low 30% Monitoring**

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?	ESSA Finding Addressed (Y or N/A)
Progress of lowest 30% on each standard will be reported during PLCs and data meetings.	Teachers, Instructional Coaches, Administration	May-21	N	Weekly	Data meetings, i-Ready reports, PLCs, Tutorial	N/A
Lowest 30% will be invited to tutorial based on their area(s) of need.	Teachers, Instructional Coaches, Administration	May-21	N	Annually	Data meetings, i-Ready reports, PLCs, Tutorial	N/A
Instructional groups will be created in i-Ready for lowest 30% to separately monitor their progress.	Teachers, Instructional Coaches, Administration	May-21	N	Weekly	Data meetings, i-Ready reports, PLCs, Tutorial	N
Lowest 30% will receive push-in support from instructional paraprofessionals or members of the administrative team throughout the school day.	Teachers, Paraprofessionals, Instructional Coaches, Administration	May-21	N	Daily	Data meetings, i-Ready reports, PLCs, Tutorial, Push-In Schedules	N/A

Lowest 30% will be assigned a mentor from the Leadership Team who meets with them periodically for data chats.

Leadership Team

May-21

N

Monthly

Data meetings, i-Ready reports, PLCs, Tutorial, Mentor Logs N/A

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