

# *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)

## **Evans 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**

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

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

Evans Elementary will be recognized in the district and at the state level for high standards, academic performance, and offering students personalized educational pathways. Each student learns in a safe, caring, student-centered, and equitable learning environment in which students and adults are respected. Evans Elementary supports the SCPS vision that all students will acquire the knowledge, skills, and attitudes to be productive citizens and that every student will make one year's growth in one year's time. All staff members demonstrate high expectations for students' learning and achievement. Highly qualified, diverse, innovative, and enthusiastic teachers, administrators, and support personnel embody a growth mindset. They are dedicated to the mission of each student learning and achieving when presented with rigorous and engaging curriculum in a learning environment that fosters creativity, innovation, and problem-solving through differentiated instruction. The budget is prioritized so that students have the necessary resources to achieve. There is a commitment to closing the achievement gap and a consistency in expectations for all student sub-groups. At Evans, students, teacher, and staff are expected to bring their "A" game each day so that quality instruction and learning occurs.

### **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 Advisory Committee, which includes parents, teachers, non-instructional personnel, and community members participated in the development of the School Improvement Plan. During a WebEx in August, ideas for student improvement were discussed by the committee and added to the plan. The plan includes strategies that will improve student achievement.

**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 newsletters to families on a regular basis, (8) advertising events on school marquee, (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)**

A positive school culture is a mixture of strong personal relationships, beneficial social skills, effective role models, and clear expectations. We are a Positive Behavioral Intervention and Supports school having attained Gold and Bronze status during the years. At Evans Elementary, teachers and administrators alike work to establish and maintain a positive school culture throughout the school year. We feel that the benefits of such an atmosphere can be significant. There is increased instructional time, reduced discipline referrals, and empowered students. We work very hard as a school to communicate our set of beliefs and expectations. Our student know that our RAYS are very important – Respect Others, Always Make Good Choices, Yes to Learning, and Safety First. The school staff communicates these beliefs to students through their actions as well as through school traditions and ceremonies. We know that students in a positive school culture feel safe, supported, and ready to learn.

**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.**

Stakeholders are individuals or groups who have an interest or concern for the school. They include students, parents, school staff, school administrators, district staff, board members, business community, and other community members. - Students - Personal success throughout school, future opportunity - Parents - Pride, success, and opportunity for the students they care about - School Staff - Professional efficacy and job satisfaction - District Staff - Meeting accountability expectations - School Board - Fulfilling the district's mission, media coverage, taxpayers getting a good return on their tax investment in schools - Business Community - Ability to hire graduates with skills needed, community economics - Other Community Members - Community pride, livability, real estate values

**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.**

When students are demonstrating social-emotional difficulties, parents and teachers are able to reach out to our Guidance Counselor and/or Administration for support. The Guidance Counselor and Administration are able to provide informal assistance or guidance to parents and teachers through parent conferences. The Guidance Counselor works with individual and small groups of students to provide support. Also, the Guidance Counselor is able to provide community-based options and/or a referral to our School Social Worker. In addition, our Guidance Counselor works with our Families in Need (FIN) Program to provide for the needs of our students/families experiencing homelessness. We also have a Mental Health Counselor employed by our district who can assist our students who are experiencing severe trauma in their lives. We have a food pantry which supplies food once each week to families that have a need. Evans Elementary has a Student Study Team and MTSS Team that meet weekly to discuss students with barriers to academic and social success. Data is used when making decisions on how to close academic and social-emotional gaps by connecting students with the services they need. We provide a differentiated delivery of services based on student needs. This includes core and intervention supports. Mentors are assigned to students identified as having social-emotional concerns. Students can be referred to various counseling agencies who have Cooperative Agreements with our school district. Our Guidance Counselor teaches character education lessons and plans activities that address social-emotional needs of students.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Carol Ann Darnell	Principal	<a href="mailto:carolann_darnell@scps.k12.fl.us">carolann_darnell@scps.k12.fl.us</a>	Sets the vision, implements the School Improvement Plan, cultivates a mindset of focus for the leadership team – prioritizes what is most important and aligns actions accordingly. Provides leadership for setting school targets and presents evidence to district of the plan for school improvement each year. Makes sure goals set in the School Improvement Plan are strategically aligned with district priorities. Understands school data and uses data to set school goals
Stacie Hardy	Assistant Principal	<a href="mailto:stacie_hardy@scps.k12.fl.us">stacie_hardy@scps.k12.fl.us</a>	Helps implement the School Improvement Plan, helps make decisions about curriculum, assessment, instruction, and professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Takes responsibility for activating the school improvement plan through school-based professional learning and monitors progress, knows the school goals and selects strategies to achieve them, understands school data and uses data to set school goals, helps monitor progress of the goals in the School Improvement Plan.
Karen Wells	School Administration Manager	<a href="mailto:karen_wells@scps.k12.fl.us">karen_wells@scps.k12.fl.us</a>	Helps implement the School Improvement Plan, helps make decisions about curriculum, assessment, instruction, and professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals, helps keep the focus on the targets and works to assure that the structures in place support the instructional program, helps monitor progress of the goals in the School Improvement Plan.

Carollynn Everett

Reading Coach

[carollynn\\_everett@scps.k12.fl.us](mailto:carollynn_everett@scps.k12.fl.us)

Helps implement the School Improvement Plan, helps make decisions about ELA curriculum, ELA assessment, ELA instruction, and ELA professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals. Helps set school reading goals, design strategies and monitor progress in reading. Helps monitor progress of the goals in the School Improvement Plan.

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Lauren Patterson

Guidance Counselor

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

Helps implement the School Improvement Plan, helps make decisions that impact students, parents, staff, and community, helps create a safe, nurturing learning environment for students. Helps maximize the academic progress of all students by providing students with counseling and/or mental health services if needed. Explore ways to connect outside resources in a way that is mutually beneficial and supports the identified school targets for school improvement. Helps monitor progress of the School Improvement Plan.

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Janine Copeland

Math Coach/Intervention

[janine\\_copeland@scps.k12.fl.us](mailto:janine_copeland@scps.k12.fl.us)

Helps implement the School Improvement Plan, helps make decisions about Math curriculum, Math assessment, Math instruction, and Math professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals. Helps set school reading goals, design strategies and monitor progress in math. Helps monitor progress of the goals in the School Improvement Plan.

## List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Carol Ann Darnell	Principal	<a href="mailto:carolann_darnell@scps.k12.fl.us">carolann_darnell@scps.k12.fl.us</a>	Creating and monitoring the comprehensive literacy plan and setting goals for literacy in the school. Leads the team in regularly examining student data, discuss issues related to teaching and implementation, assess the need for staffing and materials, organize professional learning opportunities, promote communication, and monitor and adapt the comprehensive plan as needed.
Stacie Hardy	Asst. Principal	<a href="mailto:stacie_hardy@scps.k12.fl.us">stacie_hardy@scps.k12.fl.us</a>	Assigned hands-on intermediary roles in directing classroom literacy instruction and measuring its success.
Carollynn Everett	Reading Coach	<a href="mailto:carollynn_everett@scps.k12.fl.us">carollynn_everett@scps.k12.fl.us</a>	Work with teachers to improve their skills in teaching reading, writing, and comprehension. Deliver professional development that educates teachers in the enduring principles and latest advances in literacy education.
Maria Rodriguez	ESOL Teacher	<a href="mailto:maria_rodriguez@scps.k12.fl.us">maria_rodriguez@scps.k12.fl.us</a>	Ensure that colleagues have an understanding of the language learning process and how that affects student academic achievement. Share knowledge about how ELLs learn content while developing academic English.

Stephanie Ward	1st Grade Teacher	<a href="mailto:stephanie_ward@scps.k12.fl.us">stephanie_ward@scps.k12.fl.us</a>	Support effective use of small group instructional strategies.
Mary Rhodes	2nd Grade Teacher	<a href="mailto:mary_rhodes@scps.k12.fl.us">mary_rhodes@scps.k12.fl.us</a>	Identify monitoring structures that are required to identify student progress and achievement of benchmarks.
Amanda Giammalvo	3rd Grade Teacher	<a href="mailto:giammaaa@scps.k12.fl.us">giammaaa@scps.k12.fl.us</a>	Identify schoolwide strategies that are in place to expand the reading power of ALL students — struggling to gifted?
Mary Jo Antalek	ESE Teacher	<a href="mailto:maryjo_antalek@scps.k12.fl.us">maryjo_antalek@scps.k12.fl.us</a>	Identify specific prescriptive literacy strategies that are a vital ingredient of the school Literacy Improvement Plan.



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## Student Transition and Readiness

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

ePathways Skills for Future Ready Graduates has been implemented in K-12 in Seminole County Public Schools. It is designed to ensure that our graduates are ready for success in college, careers, and citizenship. We provide opportunities for students to take responsibility for their learning, to work collaboratively, to solve real-world problems, and persist and demonstrate resiliency. Through the use of STEM lessons and computer coding, students can increase their ability for innovation, imagination, and digital literacy. The annual "Teach-in" provides an opportunity for local business people to come to talk with the students about their individual fields. This allows students to see a large sampling of the types of careers available in the future, and lends itself to fostering conversations about their future.

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

Career and technical education programs available to our K-5 students through the district CS2020 program are: BeeBots, Puzzlets, Dash and Dot Robots, Rush Hour Games. Apps used for these programs are Scratch Jr., Bee-Bot, The Foos, Cork the Volcano, Code.org, Wonder Apps, Kodu, and Hopscotch. Every K - 5 student participates in Digital Learning classes at our school. Our morning news program, various STEM activities in all our K-5 classrooms, and Robotics are also part of the career and technical education programs available to our students.

## 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?
All students in grades K-5 will have a data notebook where they will set goals and track their own assessment data.	Teachers, Students, Administration	On-going	N	Weekly	Administration will look at student data notebooks and ask students questions about their data when doing classroom walkthroughs; Data chat signature sheet in front of data notebooks.
All students in grade K-5 will have a math journal where they record their math work and thinking.	Teachers, Students, Administration	On-going	N	Daily	Administration will look through student math journals during classroom walkthroughs.
Teachers and students in grades K-5 will have data chats using the data notebook. Students will reflect on what is working for them and what they need to do to make further progress toward their goals.	Teachers, Students, Administration	On-going	N	Daily	Data chat signature sheet in front of data notebooks
Student-led conferences with parents attending in grades K-5	Teachers, Students, Administration	End of March	N	Once a year	Student/Parent Data Conference Form
Monitoring by administration during classroom walkthroughs of student data notebooks, math journals, and students being able to speak about their data.	Teachers, Students, Administration	On-going	N	Daily	During classroom walkthroughs, look through and ask students questions about their data notebooks and math journals. Check for quality of data notebooks and math journals.

## Low 30% 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?
Identify lowest 30% according to our 2021-2022 beginning of the year i-Ready Diagnostic Assessment for students in grades K-3 and our 2020-2021 FSA data for students in grades 4-5.	Teachers, Administration, Leadership Team	On-going	N	Beginning of Year	Data board
Data board will be used to track students in our lowest 30% weekly using i-Ready data for students in K-5.	Teachers, Administration, Leadership Team	On-going	N	Weekly	Data board; i-Ready reports; Data meeting notes
Administration will focus on instruction of the lower 30% students when doing classroom walkthroughs.	Teachers, Administration	On-going	N	Weekly	i-Ready reports; Unit tests; Progress reports; Report cards; iObservation
Administration will have data meetings with K-5, ESE, and ESOL teachers to discuss all students, including lowest 30%.	Teachers, Administration, Leadership Team	On-going	N	Monthly	i-Ready reports; Data meeting notes; Unit tests; Progress reports; Report cards
One-on-one data chats will occur every 6-8 weeks with K-5, ESE, and ESOL teachers about lowest 30% students who are not making adequate progress.	Teacher, Administration, Leadership Team	On-going	N	Every 6-8 weeks	i-Ready reports; Data meeting notes; Unit tests; Progress reports; Report cards

i-Ready reports will be monitored by administration.	Teachers, Administration, Leadership Team	On-going	N	Weekly	i-Ready reports; i-Ready class certificates given for minutes and proficiency
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Lowest 30% students will be invited to tutorial or ESSER funded program.	Teachers, Administration, Leadership Team	October - March	N	Weekly	i-Ready reports; Tutorial roster; Data meeting notes; Unit tests; Progress reports; Report cards
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## 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?
Identify high level 1 / 2 students according to our 2020- 2021 FSA data.	Teachers, Administration, Leadership Team	On-going	N	Beginning of Year	Data board
Data board will be used to track our high level 1 / 2 students.	Teachers, Administration, Leadership Team	On-going	N	Weekly	Data board; i-Ready reports; Data meeting notes
Administration will focus on instruction of the high level 1 / 2 students when doing classroom walkthroughs	Teachers, Administration	On-going	N	Weekly	i-Ready reports; Unit tests; Progress reports; Report cards; iObservation
High level 1 / 2 students will meet with an adult other than teacher(s) each week.	Teachers, Administration, Leadership Team	On-going	N	Weekly	i-Ready reports; Unit tests; Data meeting notes; Progress reports; Report cards
Administration will have data meetings every 6-8 weeks with K-5, ESE, and ESOL teachers to discuss all students, including high level 1 / 2.	Teachers, Administration, Leadership Team	On-going	N	Every 6-8 weeks	i-Ready reports; Data meeting notes; Unit tests; Progress reports; Report cards
i-Ready reports will be monitored by administration.	Teachers, Administration, Leadership Team	On-going	N	Weekly	i-Ready reports; i-Ready class certificates given for minutes and proficiency

High level 1 / 2 students will be invited to tutorial or ESSER funded program.

Teachers,  
Administration,  
Leadership Team

October -  
March

N

Weekly

i-Ready reports; Tutorial roster; Data meeting notes; Unit tests; Progress reports; Report cards

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### 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?
Identify low level 3 students according to our 2020-2021 FSA data.	Teachers, Administration, Leadership Team	On-going	N	Beginning of Year	Data board
Data board will be used to track our low level 3 students.	Teachers, Administration, Leadership Team	On-going	N	Weekly	Data board; i-Ready reports; Data meeting notes
Administration will focus on instruction of the low level 3 students when doing classroom walkthroughs.	Teachers, Administration	On-going	N	Weekly	i-Ready reports; Unit tests; Progress reports; Report cards; iObservation
Low level 3 students will meet with an adult other than teacher(s) each week.	Administration, Leadership Team, Teachers	On-going	N	Weekly	i-Ready reports; Unit tests; Progress reports; Report cards; iObservation
Administration will have monthly data meetings with K-5, ESE, and ESOL teachers to discuss all students, including low level 3 students.	Teachers, Administration, Leadership Team	On-going	N	Monthly	i-Ready reports; Data meeting notes; Unit tests; Progress reports; Report cards



One on one data chats will occur with K-5, ESE, and ESOL teachers about low level 3 students who are not making adequate progress.	Teachers, Administration	On-going	N	Quarterly	i-Ready reports; Data meeting notes; Unit tests; Progress reports; Report cards
i-Ready reports will be monitored by administration.	Teachers, Administration, Leadership Team	On-going	N	Monthly	i-Ready reports; i-Ready class certificates given for minutes and proficiency
Low level 3 students will be invited to tutorial.	Teachers, Administration, Leadership Team	October - March	N	Weekly	i-Ready reports; Tutorial roster; Data meeting notes; Unit tests; Progress Reports; Report cards

## 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?
Lowest 30%, high level 1 / 2, low level 3 will be our focus students for tutorial this school year.	Teachers, Administration	October - March	N	Weekly	i-Ready reports; Unit tests; Progress reports; Report cards; Tutorial roster
Tutorial instruction will be based on i-Ready data and standards mastery.	Teachers, Administration	October - March	N	Weekly	i-Ready reports; Unit tests; Progress Reports; Report cards; Tutorial roster

## 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

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## Essential Instructional Priority 2 – Conditions for Learning

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### Attendance 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>
Skyward attendance reports will be reviewed weekly by School Administration Manager and School Social Worker.	Teachers, Administration, Social Worker	On-going	N	Weekly	Parent meeting notes from Social Worker; Attendance reports
SCPS Attendance Guidelines will be followed and letters sent home to parents who have violated guidelines.	Teachers, Administration, Social Worker	On-going	N	Weekly	Parent meeting notes from Social Worker; Attendance reports

**Safety Survey Action Plan**

<b>Topic Item</b>	<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>
School Resource Officer Relationship Building	Students will get to know our new SRO through school news, daily walkthroughs, classroom visits, and connecting with students on the car ramp during arrival/dismissal and cafeteria during lunch.	Administration , Teachers	On-going	N	Daily/Weekly	School Safety Survey indicator will show that they feel comfortable with our new SRO.

## 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?
Create decision-making processes that facilitate students and families. Empower students to communicate openly with teachers and parents by holding student-led parent-teacher conferences to actively involve students in the discussions.	Administration, Teachers	March 2022	N	Yearly	Student Data Notebooks
Use a variety of methods to communicate and promote expectations, values, and group norms that support positive health and academic behaviors. Communications can be addressed to students, school staff, families, and members of the community through a variety of channels such as school assemblies, newsletters, Facebook, or school website.	Administration	May 2022	N	Monthly	Comments from parents
Implement tutoring program to provide assistance to students. Tutors can provide bi-weekly academic help in reading and math and work with students to develop specific academic goals.	Administration, Teachers	March 2022	N	2x each week	Improvement in student academic growth of those attending

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Communicate clear expectations for learning and behavior. Ensure that expectations are developmentally appropriate and that all students are held to the same expectations. Students will follow the Sunray Expectations.

Administration,  
Teachers, Guidance  
Counselor

May 2022

N

Daily

Decrease in discipline referrals

## 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?
Review AO data in EdInsight and on the Dashboard to ensure students tagged as AO are receiving some type of Advanced Opportunity.	Administration, Gifted Resource Teacher	On-going	N	Every nine weeks	District AO Report
Master schedule will be reflective of AO students in advanced classes.	Administration	On-going	N	Every nine weeks	District AO report
Provide opportunities for students to work collaboratively in order to develop social skills, learn from peers, build trust, engage in learning, and gain confidence.	Teachers, Administration	On-going	N	Weekly	iReady Reports, Unit Tests, Report Cards
Low level 3 students will be invited to tutorial.	Teachers, Administration, Leadership Team	October - March	N	Weekly	i-Ready reports; Tutorial roster; Data meeting notes; Unit tests; Progress Reports; Report cards
Increase the number of students enrolled in and passing 4th and 5th grade PRIMES Math.	4th and 5th grade teachers, Administration	August 2021 through May 2022	N	August 2021	Class enrollment data, student report cards

## Increasing the Number of Digital Tools Earned 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>Annually increase programs and opportunities that allow students to identify their educational pathway and develop the skills identified in the SCPS ePathways Skills for Future Ready Graduates model.</p> <p>Annually increase the percentage of 5th grade students who successfully complete a culminating experience in computer science.</p>	Administration, 5th Grade Teachers	May 2022	N	April 2022	Number of 5th grade students successfully completing a culminating experience in computer science.
<p>Annually increase the number of elementary school student interactions with physics curriculum via an SCPS Physics Bus.</p>	Administration	May 2022	N	March 2022	Number of students who get to visit the Physics Bus.

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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.

Partially Almost

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School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Partially Beginning

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There is a school-wide approach for planning and implementing UDL across all instructional and non-instructional school contexts.

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 1	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?
Administration will review and share the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders.	Administration , Leadership Team	October 2021	Y	Once each year	Meeting notes and schedule
School leadership team will analyze data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.	Leadership Team	On-going	N	Quarterly	Meeting notes; Data reports
All stakeholder groups will be represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school.	Administration , Teachers, Leadership Team	On-going	N	Quarterly	Data reports

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**Indicator 2**

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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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?
Collaborative planning time is in the master schedule for all general education teachers. However, we are working towards having collaborative planning time for special education teachers. Quarterly PD days will be scheduled this school year for special education teachers to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions.	Administration	May 2022	N	Quarterly	Collaborative planning agendas and notes
There will be a schedule and record of PLCs related to the review of student work and instructional planning.	Administration	May 2022	N	Bi-weekly	PLC meeting agendas and notes

### Indicator 3

There is a school-wide approach for planning and implementing UDL across all instructional and non-instructional school contexts.

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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?
Our special education teachers will differentiate instruction to allow multiple means of representation, expression, and engagement.	Administration, Teachers	May 2022	N	Daily	Classroom observation
Teachers will involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.	Administration, Teachers	May 2022	N	Daily	Classroom observation

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## Professional Development Plan

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PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Professional Learning Communities	#1	On-going	Foster an improvement mindset, focus on research-based practices, collect data, analyze and discuss new data, interpret the data, use data to ground decisions. The PLC model gives schools a framework to form high performing, collaborative teams of teachers that are all united toward the improvement of student learning.	All teachers	65	Administration, PLC Committee
Implicit Bias Training	#2	September, November, February 2021-2022	By identifying and addressing our own biases as educators, we have the ability to directly impact the engagement of our students. When students are engaged, they are better learners. It also impacts relationships we have with others.	All Staff	75	Administration, Jania Fuller

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Administration will review and share the language and intent of s.1003.57 4(F), F.S., with all staff and stakeholders.	#3	October 2021	<p>The School BPIE Assessment is designed to assist schools in determining the current status of inclusive practices and identify needs for increasing or improving those practices schoolwide. Through the team assessment process, the school can identify the challenges that may impede improvement efforts and develop priority goals and action steps to overcome barriers. After an analysis of data has been completed and priority indicators selected, measurable goals are identified and action plans created. The emergent action steps can allow for targeted allocation of existing internal and external resources: human, material, and fiscal. Finally, the ongoing monitoring and evaluation of outcomes resulting from the action steps will assist the school in determining whether strategies and resources have been executed with fidelity, or whether other strategies should be planned, implemented, and monitored.</p>	All Teachers K-5, Resource, ESE, & ESOL	65	Administration, Leadership Team
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