

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

English Estates Elementary School

School Improvement Plan 2020-2021

Purpose and Outline of the SIP

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.

School Information

Provide the school's 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. At English Estates Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners.

Provide the school's vision statement

Our vision is to create an environment where children can achieve full potential in their academic, artistic, personal, and physical development to become leaders of the 21st century. ROADRUNNER'S CREED I choose to be a leader by: Leading by example, Exerting effort, Achieving my goals, Doing my best, Encouraging peers, Respecting others

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

English Estates Elementary involves the PTA, SAC, and community by scheduling monthly meetings to discuss the school improvement plan, academic goals, progress monitoring, and student achievement.

Supportive Environment

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.

Our school works at building positive relationships with families through teacher-parent conferences, weekly class meetings, Family Engagement Activities, and Student-Led conferences. Through these activities, teachers are able to build better relationships with their students and parents.

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.

Our school provides counseling, mentoring, and Alpha to ensure the social-emotional needs of all students are being met. We have support staff who are always available to meet the social-emotional needs of our students.

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 the 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.

Public and Collaborative Teaching

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

In order to foster positive working relationships between teachers, administration encourages teams to participate in Professional Learning Community meetings two days per week to discuss curriculum and instructional strategies to support learning. Teachers are also provided additional substitute days to collaborate with team members throughout the school year.

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.

Effective Leadership

List the members of the leadership team.

Name	Title	Email	Responsibilities
Shannon Akerson	Principal	shannon_akerson@scps.us	Data Chats/Analysis, PLC's, MTSS, Monitor Lowest Quartile/ESE/ESOL
Jodi Farbstein	Assistant Principal	jodi_farbstein@scps.us	PD, Data Chats/Analysis, Testing, PLC's MTSS, Monitor Lowest Quartile/ESE/ESOL
Shanston Boyd-Marks	SAM	shanston_boyd-marks@scps.us	Title I Compliance, Discipline, PBS, Business Partners, FIT/FIN
Angel Warren	School Counselor	russelrz@scps.us	MTSS, Attendance, Truancy, Counseling, Student Study, 504's, ESE Team
Courtney Bauserman	Reading Coach	bausercz@scps.us	iReady Reading, MTSS Reading, Intervention Schedule, ELA PLC's, Model Lessons, ELA Data Chats, Support Lowest Quartile
Rachel Raulerson	Math Coach	rachel_raulerson@scps.us	iReady Math, MTSS Math, Intervention Schedule, Math PLC's, Model Lessons, Math Data Chats, Support Lowest Quartile

Eric Kolva

Science Coach

eric_kolva@scps.us

Science PLC's, Model Lessons, Science Data Chats, Support Lowest Quartile, Intervention Groups

Marie Elanus

School Social Worker

elanusmz@scps.k12.fl.us

MTSS, Attendance, Truancy, Counseling, Discipline, PBS, Student Study

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.

Student Transition and Readiness

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.

English Estates utilizes Steven Covey's 7 Habits of Highly Effective People and The Leader in Me program to promote lifelong skills for the 21st century learner. Our annual Teach-In event provides an opportunity for community members and parents to share about their careers and trades with our students, offering insight 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) occurs once a month, which allows students to participate in service learning projects beyond academics. Some examples are Campus Beautification, Random Acts of Kindness, Community Service Projects, Food Pantry, Box Tops, Pop Tabs, and Recycling. These activities are offered to both our Intermediate and Primary 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
Student Data/Leadership Notebooks: Students maintain and update Data/Leadership Notebooks to track their academic growth, goals and achievement (iReady, DRA, Oral Reading Fluency, Sight Words, Common Assessments, etc.).	Administration, Leadership Team, Instructional Coaches, Teachers	May 2021	Y	Quarterly	Student Data/Leadership Notebook Chats Student Led Conferences Teacher/Team Data Chats Y iReady Diagnostics/Data Reports Title I Compact Form	
Student Led Conferences: Students meet with parents to discuss their academic growth, goals and achievement (iReady, DRA, Oral Reading Fluency, Sight Words, Common Assessments, etc.).	Administration, Leadership Team, Instructional Coaches, Teachers	May 2021	Y	Mid Year End of Year	Student Data/Leadership Notebooks Student Led Conferences Student Data Chats iReady Diagnostics/Data Reports Title I Compact Form	Y

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)
Math Athletes: Lowest Quartile students in Third through Fifth Grade attend tutorial before school every day in the computer lab.	Administration, Instructional Coaches, Teachers	May 2021	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y
Roadie Express: Lowest Quartile students in all grade levels will participate in an intervention model with a certified teacher to focus on the areas of need (phonics, fluency, decoding, comprehension, etc.) to become proficient in reading.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Y	Four days a week	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y

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
Push In / Pull Out Support: Lowest Quartile students will be provided with additional support from certified teachers in reading and math.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y
Data Tracking Sheets, Data Boards, and Data Chats: All student data will be maintained and tracked followed up with monthly Data Chats.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Yes	Daily (Monday - Friday)	Assessment data monitored by administration and leadership team	Y
Boost Camps - Tutorial reteaching standards for Third, Fourth, and Fifth Grade students	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	April 2021	N	Spring 2021	Data Tracking Sheets, Attendance Sheets	Y

High Level 1 / High Level 2 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
Corrective Reading Program - provide students with additional reading intervention	Teachers, Instructional Coaches, Administration	May 2021	Y	Daily (Monday - Friday)	Monthly progress monitoring assessments	Y
Math Athletes: Lowest Quartile students in Third through Fifth Grade attend tutorial before school every day in the computer lab.	Administration, Instructional Coaches, Teachers	May 2021	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y
Roadie Express: Lowest Quartile students in all grade levels will participate in an intervention model with a certified teacher to focus on the areas of need (phonics, fluency, decoding, comprehension, etc.) to become proficient in reading.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Y	Four days a week	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y

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
Data Tracking Sheets, Data Boards, and Data Chats: All student data will be maintained and tracked followed up with monthly Data Chats.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Y	Weekly	Assessment data monitored by administration and leadership team	Y

Low Level 3 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
Math Athletes: Students in Third through Fifth Grade attend tutorial before school every day in the computer lab.	Administration, Instructional Coaches, Teachers	May 2021	N	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y
Roadie Express: Students in all grade levels will participate in an intervention model with a certified teacher to focus on the areas of need (phonics, fluency, decoding, comprehension, etc.) to become proficient in reading.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Y	Four days a week	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats	Y
Data Tracking Sheets, Data Boards, and Data Chats: All student data will be maintained and tracked followed up with monthly Data Chats.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2021	Y	Weekly	Assessment data monitored by administration and leadership team	Y

Tutoring

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
<p>Push In / Pull Out Support: Lowest Quartile students will be provided with additional support from certified teachers in reading and math.</p>	<p>Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers</p>	<p>May 2021</p>	<p>Y</p>	<p>Daily (Monday - Friday)</p>	<p>Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats</p>	<p>Y</p>
<p>Boost Camps - Tutorial reteaching standards for Third, Fourth, and Fifth Grade students</p>	<p>Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers</p>	<p>April 2021</p>	<p>Y</p>	<p>Spring 2021</p>	<p>Data Tracking Sheets, Attendance Sheets</p>	<p>Y</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

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

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

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

Elementary School Essential Instructional Priority #2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Attendance Monitoring: Social Worker and School Counselor monitor attendance	School Counselor, Social Worker, Front Office Secretary, Administration	May 2021	Y	Weekly/Monthly	MTSS Data, Attendance Reports, Monthly Attendance Tracking in EdInsight, Leadership Team Meeting Agenda/Notes, EdInsight-Risk Score Reports	Y
MTSS/EdInsight - Attendance will be tracked and monitored by teachers and discussed during MTSS Meetings.	School Counselor, MTSS team, Teacher, Administration	May 2021	Y	Weekly/Monthly	MTSS Data, Attendance Reports, Monthly Attendance Tracking in EdInsight, Leadership Team Meeting Agenda/Notes, EdInsight-Risk Score Reports	Y

Safety Survey - Area of Improvement

Name/Topic of Strategy	Strategy	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)
School Resource Deputy Relationship Building	Students will get to know our SRD through school news, daily walkthroughs, classroom read-alouds, classroom visits, and connecting with students on the car ramp during arrival/dismissal and cafeteria during lunch.	Administration, SAM, SRD, School Counselor, Teachers	May 2021	Y	Daily/Weekly	Improvement of indicator on school safety survey	Y
Common Areas	Students will feel safe walking through common areas throughout campus (hallways, bathrooms, cafeterias).	Administration, SAM, Teachers, School Counselor, SRD	May 2021	Y	Weekly	Informal student surveys and Improvement of indicator on school safety survey	Y

Additional Actions

Name/Topic of Strategy	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?	ESSA Finding Addressed
Monitoring Behavior/Discipline:	PBS Team meetings to discuss positive behavior needs, behavior data, and quarterly incentives.	SAM, Teachers, PBS Action Team, Leadership Team	Quarterly	Y	Monthly	PBS Meeting Agenda/Notes, Discipline Data Tracking, Discipline Reports, EdInsight Discipline Reports, Monitoring of Classroom meetings and discipline data	Y
Sanford Harmony Social Emotional Learning	Teachers implement/monitor behavior through classroom meetings.	SAM, Social Worker, Teachers, PBS Action team, Leadership Team	May 2021	Y	Daily	PBS Meeting Agenda/Notes, Discipline Data Tracking, Discipline Reports, EdInsight Discipline Reports, Monitoring of Classroom meetings and discipline data	Y

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 21st 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

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

Elementary School Essential Instructional Priority #3 - Skills for Future Ready Graduates

Action Plan

AO Support and 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
Students are recruited by teachers recommending/requesting gifted screenings, enrolling students in Talent Development, and encouraging students to participate in EEES Leadership Roles, curriculum, clubs, DEAL Time, activities, events, and programs	Administration, Leadership Team, Instructional Coaches, Teachers	May 2021	Y	Quarterly	AO data tracking and monitoring, Leadership Team Meeting Agenda/Notes	Y
Math Olympiads & STEAM/STEM Coding	Administration, Leadership Team, Instructional Coaches, Teachers	May 2021	N	Yearly	AO data tracking and monitoring, Leadership Team Meeting Agenda/Notes	Y

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
PRIMES Initiative - Increase the number of students representing subgroups (black, hispanic, ELL) in PRIMES courses in grade 4 and grade 5.	Administration, Instructional Coaches, Teachers	May 2021	Y	Yearly	Ongoing progress monitoring, iReady, Leadership Team Meetings, Data Chats	Y

Essential Instructional Priorities

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

School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost
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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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All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost
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Action Plan

Indicator 1

School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

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
Leadership team will meet weekly to analyze data for professional development needs	Leadership Team, Administration	May 2021	Y	Weekly	Data tracking sheets, Leadership Team Agenda/Notes	Y
Provide professional development for effective inclusive practices	ESE Teachers, School Counselor, Teachers, Leadership Team, Administration	May 2021	Y	Quarterly	Lesson Plans, Data tracking sheets, Leadership Team Meeting Agenda/Notes	Y

Indicator 2

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.

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
Leadership & ESE Data Chats/PLC's with Teachers	ESE Teachers, Leadership Team, Teachers, Administration	May 2021	Y	Monthly	Lesson Plans, Data tracking sheets, PLC Meeting Agenda/Notes	Y
Leadership team will meet weekly to analyze data and monitor implementation of inclusive educational practices	Leadership Team, Administration	May 2021	Y	Weekly	Data tracking sheets, Leadership Team Meeting Agenda/Notes	Y

Indicator 3

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

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
Leadership & ESE Data Chats/PLC's with Teachers	Leadership Team, ESE Team, Teachers, Administration	May 2021	Y	Monthly	Lesson Plans, Data tracking sheets, PLC Meeting Agenda/Notes	Y
Leadership team will meet weekly to analyze assessment data and monitor effective instruction and behavior interventions	Leadership Team, Administration	May 2021	Y	Weekly	MTSS Notes, Lesson Plans, Data tracking sheets, Leadership Team Meeting Agenda/Notes	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
ESE Inclusive Practices PD	1, 2, 3	Fall	Teachers will utilize ESE Best Practices and assessment data to increase academic achievement.	All	80	Social Worker, ESE Teachers, Administration
Conditions for Learning	1, 2, 3	Ongoing	Teachers will implement conditions for learning within lessons to increase academic achievement.	All	80	Administration, Instructional Coaches
Quality Instruction	1, 2, 3	Ongoing	Teachers will implement best practices within lessons to increase academic achievement.	All	80	Administration, Instructional Coaches

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	Position(s) Responsible
5 Essentials	1, 2, 3	Spring	5 Essential results will provide useful data to identify areas of improvement within (Effective Teachers, Collaborative Leaders, Ambitious Instruction, Supportive Environment, & Involved Families)	All	80	Administration
Future Ready Graduates	1, 2, 3	Spring	Teachers will implement strategies that intentionally prepare students to meet targeted milestones.	All	80	Administration, Instructional Coaches
iReady PD	1	Ongoing	Analyzing iReady reports will assist with differentiating instruction to increase academic achievement.	All	80	Administration, Instructional Coaches, iReady Consultant

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	Position(s) Responsible
Trauma & Social Emotional Learning	1, 2, 3	Ongoing	Teachers will conduct classroom meetings to support student's social/emotional needs to increase academic achievement.	All	80	Administration, School Social Worker, School Counselor, Instructional Coaches
Leader in Me, Positive Behavior Support & Action Teams	1, 2, 3	Ongoing	Teachers will implement PBS & Classroom Management strategies to decrease negative behaviors and increase academic achievement.	All	80	Administration, Grade level teams