

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

Pine Crest 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.

Provide the school's vision statement

Pine Crest School of Innovation would like all students to be: Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information. Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth. Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility. Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others. Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk-taking, and critical evaluation.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Alex Agosto	Principal	alexis_agosto@scps.k12.fl.us	Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Recruit, retain and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Dustin Trahan	Assistant Principal	trahandz@scps.k12.fl.us	Support Principal in Math & Science Curricula Implementation, Student Behavior Management and Magnet School Assistance Program implementation. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Jeanne King

Assistant Principal

jeanne_king@scps.k12.fl.us

Support Principal in ELA Curricula Implementation and Teacher / Student Data Analysis. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

TBD

Science Instructional Coach

N/A

Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Erika Glenn

ELA Instructional Coach (3-5)

erika_glenn@scps.k12.fl.us

Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Heather Pearson	ELA Instructional Coach (K-2)	pearsohz@scps.k12.fl.us	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
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Michelle Richka	Math Instructional Coach	michelle_richka@scps.k12.fl.us	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
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Cherlottla Argrett	MTSS Specialist	cherlottla_argrett@scps.k12.fl.us	Leading school Positive Behavior and Multi-Tiered Systems of Support by assisting teachers, students, and parents with relevant educational and personal/social goals and develop and implement effective programs for students while functioning as a member of a school's multidisciplinary team.
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Sheila Giacomo

School Social Worker

Sheila_Nenna@scps.k12.fl.us

Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.

Supportive Environment

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

Solicited input, survey feedback and recommendations from the SAC members and various stakeholders has been considered in the revision of the School Improvement Plan with the goal of maintaining high standards, meeting specific needs and serving the whole community. The 5 Essential parent survey provides feedback and suggestions for reflection and action planning purposes. On occasion, suggestions may be included in future surveys to gauge viability or wider community interest. Additionally, as we build on our commitment to continuing digital/distance learning opportunities, we will pursue further feedback and recommendations from parents and the community to help revise and develop our plan.

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

Teachers and administrators are continually involved in local events and are often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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.

The students of Pine Crest Elementary School participate in many different counseling groups throughout the school year that are provided by our school counselors and social worker. Pine Crest maintains a full time behavior support teacher, counselor and social worker. In addition, outside agencies work with our students to provide the support needed to continue their emotional and behavioral development. Pine Crest Elementary School works with Seminole State College to provide mentors for our students-in-need. For the last three years, the University of Central Florida graduate Psychology students provide individual counseling services for students and their families. With these programs in motion, the goal is to ultimately provide the students with the life skills and tools to be positive productive citizens.

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., 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). 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 specific data in order to inform root cause analysis. Additionally from this report, assigned administrators work with teachers to schedule and monitor parent meetings.

Public and Collaborative Teaching

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

Teachers of Pine Crest Elementary School participate in daily planning and professional learning communities (PLCs) and extended Wednesday Professional Development opportunities, focused on building positive relationships and culture within the team and school. This planning time provides teachers the opportunity to collaboratively analyze data, develop common assessments, create rigorous individualized lesson plans, and discuss strategies to enhance the students' achievement in order to meet the school and district goal of "One Year's Growth in One Year's Time" for every student. During PLCs, teachers use Learning Sciences International (LSI) technique tools to support standards driven planning and create a respectful and supportive environment with a mindset of growth.

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

Seminole County Public Schools and Pine Crest in particular continually seeks to hire highly qualified, certified teachers to teach our students. One recruitment strategy is to partner with State and private colleges and universities. We welcome university and college interns and field study students to the district, not only from the State of Florida University system but also out of State. Annually the district participates in numerous university job fairs and minority and veteran job fairs. Seminole County Public Schools holds an annual job fair in the Spring. Title 1 schools, and Pine Crest, in particular, are provided the first opportunity to hire from among qualified applicants. Pine Crest's principal, Mr. Agosto, continually communicates with colleagues from both within and outside of the district, to identify potential candidates for openings that may occur during the school year. Additionally, Mr. Agosto has supported and mentored individuals as they earned certification, with the idea these individuals would join the school's staff. For example, this year, a paraprofessional at another school completed requirements for certification and moved to Pine Crests to fill an available position. The district provides support for new teachers through a mentoring program that provides stipends for mentors. Professional development opportunities are offered to support new teachers. Teachers new to Pine Crest work with instructional coaches, who provide one-on-one support with planning and implementing lessons.

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 the 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 alternative certification mentor, he or she is working with an individual who has been trained by our county 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.

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.

Pine Crest Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Pine Crest Elementary school 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 is 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. For the 2020-21 school year, the supplemental TSSSA funds are being used to provide additional intervention teachers and paraprofessionals for direct student contact.

Student Transition and Readiness

College and Career Readiness

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 an Open House before school starts and kindergarten teachers are available for individual conferences.

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

Pine Crest School of Innovation focuses on the integration of Coding and Computer Science within core curriculum. College and career readiness is enhanced by home extension opportunities such as our ongoing magnet sponsored Family Academy, using Google Suite. School-based strategies incorporates 21st Century collaboration skills through the magnet themed PBS curriculum that includes Growth Mindset, SEL and Citizenship. We have several partnerships with business and community organizations that help advance college and career awareness - our main magnet partner, Finastra, works with our students through several opportunities (Computer Science Education Week, Magnet Units, and Teach In) to expose our students to careers in computer science and the educational paths one could take to achieve the goal of a career in the technology industry. We will continue to build partnerships with Finastra and other business, industry and community organizations to enhance our school vision.

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

We have a magnet program that uses the CSTA standards and ISTE standards as the foundation for computer science and innovation instruction. We are also working on implementing Google's Grow with Google program to support our students and families. Additionally, we will pursue a direct connect with other technology focused schools such as Crooms Academy of Information Technology.

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 School 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
Students perform and monitor their iReady minutes and passing rates on a weekly basis with the goal of reaching 45 minutes and a minimum of a 75% passing rate.	Students, Classroom Teachers, and Instructional Coaches	May 2021	Y	Weekly	Students Self-Tracking Sheet	Y
Students perform and monitor their three iReady Diagnostic Assessments according to their Typical Growth Goals, Stretch Growth Goals and placement by domain.	Students, Classroom Teachers, and Instructional Coaches	Beginning, Mid, and End of Year iReady Diagnostics	Y	Aug 25, Oct 26, Dec 15, 2020, Feb 16, 2021 & weekly PLCs	iReady Data Chats Tracking Sheets	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
5th Grade Interactive Science Reflection Notebooks Students will generate and maintain Science Interactive Notebooks for the intentional recording, representing and processing of Science knowledge tasks, and vocabulary. The notebooks will serve as an ongoing tool for students record their growth and reflections.	Administration, Instructional Coach and Classroom Teachers	May 2021	N	Weekly;	Student reflection sheet, monthly	Y
Students in grades 3-5 participate in a digital Multiplication Club, practicing and self-monitoring their proficiency of Multiplication facts, followed by mastery tests at each level.	Instructional Coach;	Dec 2020; May 2021	N	Daily	Mastery Tests	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
<p>ELA interventions will target individual students based on FSA, iReady, DRA and/or mClass DIBELS scoring categories for L30% as main target. Leadership team meetings will focus on Interventions as a system with process to measure and monitor.</p>	<p>Administration, ELA Instructional Coach, Gen Ed Teachers and Interventionists</p>	<p>Intervention start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Intervention Block</p>	<p>Student work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>	<p>Y</p>
<p>Math interventions will target individual students based on FSA, iReady and/or mClass Math scoring categories for L30% as main target. Leadership team meetings will focus on Interventions as a system with process to measure and monitor.</p>	<p>Administration, Math Instructional Coach, Gen Ed Teachers and Interventionist</p>	<p>Intervention start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Intervention Block</p>	<p>Student work, standard checks and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>	<p>Y</p>

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
The Academic Coaches will meet weekly (one on one) and monitor grades 3-5 L30% students to support and remove any barriers to their learning progress.	Academic Coaches	Weekly	N	Daily	Google. Doc Check In Report	Y
SCPS Science Formative Assessments, Grades 4-5, will be used to monitor students' levels of proficiency and determine content areas for additional instructional support.	Administration, Science Academic Coach, Gen Ed teachers,	Monthly	N	Weekly PLCs	Science Formative Assessment reports	Y

High Level 1 / 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
<p>ELA Acceleration block will target individual students (face to face and/or remote learning) based on FSA, iReady, DRA and mClass DIBELS scoring categories for High 1's, and High 2's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, ELA Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>	<p>Y</p>
<p>Math Acceleration block will target individual students (face to face and/or remote learning) based on FSA, iReady and mClass Math scoring categories for High 1's, and High 2's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, Math Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work, standards checks and Data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>	<p>Y</p>

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
Core Instruction PLC planning and preparation will include intense focus on 4 T's: Taxonomy Task-Aligned Teaming Teacher Monitoring, Tracking, and Verifying to Take Action	Administration, Instructional Coaches, Teachers	Weekly Content Area PLCs	N	Daily	Student Assessments, Standards Tracker, Trend Tracker; Monthly monitoring meetings w SCPS District Administration	N/A
Administration and Support Teacher are each assigned a mentor classroom and given a list of H1's and H2's to meet one on one monitoring monthly to support and remove any barriers to their learning progress.	Administration and Support Teachers	Monthly	N	Monthly	Google.doc tracker; Monthly monitoring meetings w SCPS District Administration	Y
Administration, Coaches and teachers will participate in bi-weekly meetings to monitor individual students' (face to face, and remote learning) growth and progress.	Administration, Coaches	Monthly	N	Bi-Weekly, ongoing	PLC notes, data tracking forms	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
<p>ELA Acceleration block will target individual students (face to face and/or remote learning) based on FSA, iReady, DRA & mClass DIBELS scoring categories for L3's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, ELA Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>	<p>Y</p>
<p>Math Acceleration block will target individual students based on FSA, iReady and mClass Math scoring categories for L3's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, Math Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work, Standards checks and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>	<p>N/A</p>

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)
Administration and Support Teacher will each be assigned a mentor classroom and given a list of Low 3's to meet one on one, monitoring monthly to support and remove any barriers to their learning progress.	Administration and Support Teachers	Monthly	N	Monthly	Google Doc tracker; Monthly monitoring meetings w SCPS District Administration	N/A
ELA Acceleration block will include the use of the Fountas & Pinnell Leveled Literacy Lessons, with ongoing progress monitoring imbedded.	Administration, ELA Instructional Coach, Gen Ed Teachers	Acceleration to start in September, 45 day cycle review	Y	Daily Acceleration Block	Student Work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration	N/A
Administration, Coaches and teachers will participate in bi-weekly meetings to monitor individual students' (face to face, and remote learning) growth and progress.	Administration, Coaches	Monthly	N	Bi-Weekly, PLCs	PLC notes, data tracking forms	Y

Tutorial

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)
Certified Substitutes and when possible Certified Teachers are hired to support Core Instruction and provide Micro Interventions within the ELA and Math Block	Administration, Instructional Coaches, Gen Ed Teachers	Start in September, 45 day cycle review	N	Daily	Class Walk Through, Student work and iReady growth reports	Y
After School Tutorial will be offered remotely to provide additional support and acceleration to targeted students.	Administration, Instructional Coaches, Gen Ed Teachers	Start in September, 45 day cycle review	N	Weekly	Student work, iReady growth reports	Y

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	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
School Social Worker will provide teacher trainings, continually monitor and track student attendance, provide student incentives, communicate with parents, and schedule monthly truancy meetings to address attendance issues.	Administration, Social Worker	Monthly	Y	Daily	EdInsight reports; Social Worker log	Y

Safety Survey

Name/ Topic of Strategy	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
Schoolwide Positive Behavior Support	Through the Positive Behavior Support (PBS) system, we will establish and reinforce schoolwide procedures and expectations for students and staff within the new school building through grade level meetings and assemblies.	Administration; PBS Lead & Team; Teachers	Jan 2021, May 2021	Y	August 7, 2020, monthly meetings	EdInsight reports, meeting notes August 7, 2020	N
School Safety Audit	Conduct a School Safety Audit to determine a baseline of information & identify potential areas of concern.	Admin, Lead Team	September 2020	N	September, 2020	Audit report result	N

Additional Action Plans

Name/Topic of Strategy	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)
Virtual Town Hall Meetings	As an extension of our school based PBS system, we will conduct "Virtual Town Hall" meetings with our school community members, to broaden and reinforce our positive school culture.	Admin, PBS Lead & Team	Quarterly	N	Quarterly	agendas	N
UKERU Trauma Informed Training	Teachers will be trained on the UKERU program and implement the trauma informed strategies to understand & de-escalate student response and build a culture of comfort vs control within the classroom communities.	Administration, UKERU Trainer, Lead Team, Classroom Teachers	May 2021	Y	Aug 5, 2020, Ongoing	Lead Team documentation	N

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 identified as AO will be provided additional instructional opportunities weekly through the Talent Development program, in the face to face and/or remote model of delivery.	Administration; Gifted teacher	Dec 2020; May 2021	N	Weekly	Lesson Plans, Student iReady growth reports; Monthly monitoring meetings w SCPS District Administration	N/A
Project Elevate will be offered to AO students on Monday afternoons, if feasible, or through digital format for 2 hours per week.	Administration; Project Elevate teacher	Dec 2020; May 2021	N	Weekly	Project Elevate lesson Plans; Student iReady growth reports	N/A

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 Math instruction (face to face and/or remote) will be provided to students in grade 5, who demonstrate strength in Math concepts or scored a level 4 or 5, on the 2019 FSA Math. Pre-Primes is offered to students in grade 4, who demonstrate strength in Math concepts.	Administration; PRIMES and Pre-Primes teachers	May-21	N	Daily	lesson plans; student iReady reports; Monthly monitoring meetings w SCPS District Administration	N/A
Daily Acceleration / Enrichment Block will be provided to AO students in grades 3-5 who are reading at or above grade level on the iReady Reading, and do not demonstrate a need for intervention.	Administration, Instructional Coaches	Dec 2020, May 2021	N	Daily, M,T, Th, Fr	iReady Reading reports; Monthly monitoring meetings w SCPS District Administration	N/A

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 communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first. Partially Almost

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes. Partially Beginning

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students. Partially Almost

Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

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
Administration established Grade level PLC meetings for Gen Ed and Special Education teachers to share and discuss the instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.	Administration, Special Education teachers, Gen Ed teachers	Aug 2020	N	Quarterly PLC / Ongoing communication	PLC Agenda, ESE teacher log	Y

Indicator 2

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

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
Specials area teachers and Special Education teachers are provided additional planning time weekly, which allows for collaborative conversation.	Administration, Special Education teachers, Special areas teachers	Weekly	N	weekly, Wednesday afternoons	ESE teacher log	Y

Indicator 3

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

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
Special Education teachers will participate in their assigned grade level PLCs, allowing for collaborative planning and common understanding of classroom instruction and assessments.	Administration, Special Education teachers	Monthly	N	Weekly	PLC Agendas	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
iReady Training	1	Aug 25, Oct 26, Dec 15, Feb 16	Instructional / Progress Monitoring/ Intervention	School-wide / PLCs	80	Administration; Instructional Coaches
Attendance (School SW)	2	August 7,2020; Monthly	Attendance/ Social Emotional needs	School-wide	80	Administration, Social Worker
UKERU Trauma Informed Training	2	Aug 5, 2020	Social Emotional Needs	School-wide	80	Administration
Schoolwide PBS	2	Aug 7, 2020, Monthly	Classroom climate and engagement	Grade Level Teachers	80	Administration
Target Task Alignment/Team Ownership	1	Sept 2, 2020	Instructional	Grade level Teachers, Support Teachers	50	Administration

ELA - CKLA - Content Planning K-3	1	Monthly	Instructional	Grade Level Teachers; Support Teachers	20	Administration; Instructional Coaches
Science Content PLCs	1	Weekly	Instructional	Grade Level Teachers; Support Teachers	40	Administration , Instructional Coach
Math Content PLCs	1	Weekly	Instructional	Grade Level Teachers; Support Teachers	40	Administration, Coaches
ELA Content PLCs	1	Weekly	Instructional	Grade Level Teachers; Support Teachers	80	Administration, Instructional Coaches
Magnet /Computer Science Training and Planning	1	Monthly	Instructional	Grade Level Teachers; Support Teachers	80	Administration, Instructional Coach
mClass DIBELS & mClass Math	1	July 27 & 28, 2020	Instructional	K-3 Teachers, Coaches, Interventionists, Para Pros	40	Admin, Instructional Coaches
Fountas & Pinnell Leveled Literacy Interventions	1	August 2020	Instruction	School-wide / PLCs	40	Admin, Instructional Coaches