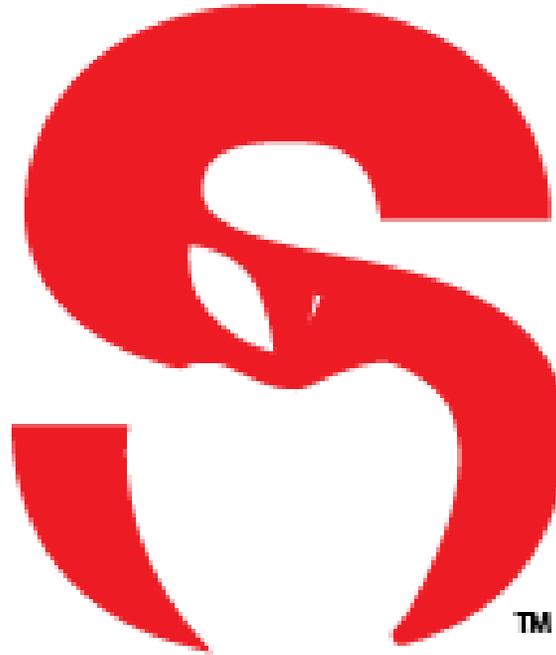# *Seminole County Public Schools*

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

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Forest City 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 Forest City Elementary School community is dedicated to preparing all students to become lifelong learners in a safe and caring educational environment.

Provide the school's vision statement

To develop a growth mindset, ensure rigorous instruction, and build positive relationships within our school culture that will lead to academic growth in every student.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Paul Senko	Principal	Paul_senko@scps.k12.fl.us	Instructional Leader
Joseph Avellino	Assistant Principal	Joseph_Avellino@scps.k12.fl.us	Instructional Leader
Brandon Thompson	SAM	Brandon_thompson@scps.k12.fl.us	Discipline, Title 1 Compliance, Business Partners, MTSS, Facilities
Amanda Baptist	Instructional Coach	Amanda_Baptist@scps.k12.fl.us	Math/Science k-5, MTSS, iReady
Karen Tittle	Instructional Coach	karen_hilley-tittle@scps.k12.fl.us	ELA 3-5, MTSS
Cindy Rosenberg	Instructional Coach	Cindy_Rosenberg@scps.k12.fl.us	ELA k-2. MTSS
Ashlay Moore	School Counselor	mooreaz2@scps.k12.fl.us	Student Study, MTSS, Mental Health,

Supportive Environment

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

The School Improvement Plan is shared with SAC and PTSA members. Suggestions are taken and stakeholders have the opportunity to add their input and recommendations where possible.

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.

Forest City Elementary develops a Parental Involvement Plan (PIP) to increase parent engagement with student academics and involvement in the school community. Parents are urged to monitor their child's academic performance via the Skyward Parent Portal.

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 school ensures that the social-emotional needs of all students are being met by teacher referral for intervention. The guidance team meets students and families and makes referrals for outside agencies. Ongoing in-house intervention and support is also provided. Small group and individual counseling is available based on need from the guidance team. The MTSS team meets with teachers to address ongoing and new behavioral/social-emotional needs/concerns for all 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 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.

All teachers are required to meet within their Professional Learning Community to analyze data and plan collaboratively. District and school based instructional coaches support and assist the facilitation of these sessions, along with administration. In addition, administration plans team building activities at staff meetings, while our Forest City Elementary School Hospitality Committee plans both on and off campus activities.

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 2020. 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 earning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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 Meet the Teacher before school starts and kindergarten teachers are available for individual conferences. Middle schools meet with school teams to identify students needing remedial and advanced coursework as they transition to 6th grade.

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

Students participate in a variety of activities to prepare for college and career awareness. Students are exposed to multiple forms of technology and coding to prepare for a career in the digital age. Teach-In provides students with an opportunity to learn about a variety of career choices and future employment opportunities. In addition, the Dual Language program offers students exposure to both English and Spanish in order to ensure a higher level of marketability in the global workforce.

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

Students are exposed to technological resources and coding opportunities (CS2020) to prepare for careers or technical education programs. In addition, the blended learning model affords students the opportunity to gain a better understanding of technology and its benefits through the use of personalized learning. In addition, the STEM program affords students the opportunity to interact with a wide variety of technological resources in the areas of science, technology, engineering, and mathematics.

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
Monitor iReady ELA/Math Tracking: Time, performance, and growth/stretch goals	Classroom Teachers, Instructional Coaches, Administration, Students	Ongoing	Y	Ongoing	'-Student-Teacher Data chats -PLC - Data driven discussions -Admin-Teacher iReady data discussions	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Students complete Data Reflection Sheets correlated to Learning Targets	Classroom Teachers, Instructional Coaches, Administration, Students	Ongoing	y	Ongoing	'-Student-Teacher Data chats -PLC - Data driven discussions -Admin-Teacher iReady data discussions	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
iReady time/growth teacher conferences	Classroom Teachers, Instructional Coaches, Administration, Students	Ongoing	Y	Ongoing	'-Student-Teacher Data chats -PLC - Data driven discussions -Admin-Teacher iReady data discussions	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
iReady data wall tracking proficiency and growth	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	'-Tracking progression on data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Monitor student data from EdInsight using Spotlight report	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	'-Tracking progression on data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Monitor LQ30 students in MTSS and PLC meetings	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Assign and monitor Tier2 or Tier 3 interventions	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Data review in Leadership Team meetings	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	'-Tracking progression on data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Students identified on data wall	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Assign and monitor Intervention groups ELA/Math	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Monitor HL1/HL2 student data from EdInsight using Spotlight report	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Monitor progress through MTSS and iReady	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Provide targeted intervention, and tutorial as needed	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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 review in Leadership Team meetings	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Students identified on data wall	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Assign classroom Intervention ELA/Math	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Monitor LL3 student data from EdInsight using Spotlight report	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Monitor progress through MTSS and iReady	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Provide targeted intervention, and tutorial as needed	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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 review in Leadership Team meetings	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

Tutorial

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
Provide targeted intervention and tutorial as needed in both ELA and Math.	Tutorial Teachers, Administration	Ongoing	Y	Beginning October 1st 2020 Tuesday and Thursday from 3:15-4:30	Admin-Teacher data discussion, Monitor tutorial attendance, iReady Growth monitoring, Progress monitoring (progress reports /report cards), Parent Teacher conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
To increase student engagement in the learning process, fostering academic improvement and a greater understanding of both Math and ELA standards.	Tutorial Teachers, Administration	Ongoing	Y	Beginning October 1st 2020 Tuesday and Thursday from 3:15-4:30	Admin-Teacher data discussion, Monitor tutorial attendance, iReady Growth monitoring, Progress monitoring (progress reports /report cards), Parent Teacher conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Writing Academy Grades 4-5	ELA Instructional Coaches	Ongoing	Y	Beginning October 1st 2020 Tuesday and Thursday from 3:15-4:30	Using the FPMA writing rubric to monitor writing progress.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Monitor Early Warning System	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions and attendance incentives.
Attendance letters	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions and attendance incentives.
Truancy procedures	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions and attendance incentives.
Leadership Team meetings	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions and attendance incentives.

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
Student Teacher/staff Trust	Strategies to improve relationships Listen to students, ask questions, respond intentionally, acknowledge students feelings, advocate for individuals, open up to students, get to know your students, develop a classroom/school wide atmosphere of trust. Utilize Sanford Harmony	All faculty and staff	8/17/2020	Y	Throughout the school year	increase percentage on safety survey	N
Student Emergency preparedness	1.Conduct monthly safety drills 2.View Safety power-points and videos 3.Talk about safety in the classroom 4.Review content and procedures in all areas of the school 5.Discuss the difference between feeling unsafe and safety preparation.	Admin , SRO, All Staff	8/17/2020	Y	Monthly	N/A	N

Additional Actions

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
Monitoring of behavior/discipline	PBS Committee Meetings to improve behavior with a focus on safety - Hootie dollars incentive, Student of the Month, Social Emotional Curriculum, Sanford Harmony, Small group support, Discipline Data Review, Leadership Team meetings	Administration, Teachers, Social Worker, Guidance Counselor, Behavior Specialist	Weekly	Yes- On Sanford Harmony	Monthly	Discipline referrals Google Doc- behavior tracking sheet 5Essentials Survey Results	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions and PBS strategies and incentives.

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
Identify AO students in Skyward	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Identify AO students for academic placement	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Monitor academic progress of AO students	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Project Elevate	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Talent Development/ Increase identification of Gifted students	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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

All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities	Partially Almost
Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.	Partially Beginning
All special education teachers are collaborative members of a gen. ed. curriculum team	Partially Beginning

Indicator 1

All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities

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 personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies).	Administration, ESE Teachers	On going	Y-PD and PLC meetings	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
All SWDs have access to all school facilities and nonacademic activities. • Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities	Administration, ESE Teachers	On going	Y- PD and PLC meetings	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Case managers monitor the participation of SWDs in non-academic activities.	Administration, ESE teachers	On going	Y-PD and PLC meetings	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

Indicator 2

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.

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
ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications.	Administration, ESE Teachers	On going	Y-PD and PLC meetings	Weekly	Elective teachers are aware of who the students are with disabilities and they are made aware of the concerns when needed.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers	Administration, ESE Teachers	On going	Y-PD and PLC meetings	Weekly	Elective teachers are aware of who the students are with disabilities and they are made aware of the concerns when needed.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Special education teacher are available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students with SST.	Administration, ESE Teachers	On going	Y-PD and PLC meetings	Weekly	Elective teachers are aware of who the students are with disabilities and they are made aware of the concerns when needed.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

Indicator 3

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

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 collaborate with general education teachers to share and implement instructional decisions made by the team.	Administration, ESE Teachers	On going	Y- PD and PLC meetings	Weekly	Special education teachers are not assigned a specific grade level, however they attend school wide professional development and grade level PLCs when applicable.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
Special and general education teachers meet regularly to share information on curriculum and individual student support needs	Administration, ESE Teachers	On going	Y- PD and PLC meetings	Weekly	Special education teachers are not assigned a specific grade level, however they attend school wide professional development and grade level PLCs when applicable.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.
FCE elementary school special education teacher are active members of all grade level teams.	Administration, ESE Teachers	On going	Y- PD and PLC meetings	Weekly	Special education teachers are not assigned a specific grade level, however they attend school wide professional development and grade level PLCs when applicable.	YES-FCE will monitor our Students with Disabilities through IEP goals, Parent Teacher Conferences, MTSS, Interventions, Admin PLC's , Growth Monitoring/iReady diagnostic and formative/summative assessments.

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
Fountas and Pinnell overview Grades K-2 (on Going from 2019-2020 school year)	1	8/17/2020	ELA/Phonics	Grades K-2	24	Coaches, Teachers
LLI Reading Intervention Program	1	8/17/2020	Reading Intervention	Grades k-5	80	Admin, Coaches, Teachers
iReady - Data Tracking	1	9/10/2020	Instructional	Teachers Grade K-5	60	Admin, Coaches, Teachers
Intervention grouping using data	1	9/17/2020	Instructional	PLC All grade levels	55	Admin., Coaches, Teachers
Bullying Prevention	2	9/26/2020	Safety	All FCE faculty and staff	80	All FCE faculty and staff

Differentiated Instruction	1		10/14/2020	Instructional	All Grade Levels	55	Admin, Coaches, Teachers
Google Classroom	1		08/17/2020	Instructional	All Grade Levels	80	Admin, Tech support
School Safety	3		9/17/2020	Social Emotional	All staff	80	Admin, SRO