

Seminole County Public Schools

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



www.scps.k12.fl.us

English Estates Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. At English Estates Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners.

Provide the school's vision statement

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

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

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

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

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

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

We have a schoolwide PBS program which provides an opportunity for students to be recognized for being a leader. The students must display behaviors which are consistent with the Roadrunner's Creed. The leader qualities are leading by example, exerting effort, achieving goals, doing their best, encouraging peers and respecting others. When students display these qualities, they receive a stamp or initial on their Leadership card. Once they have received 20 stamps and/or initials, their cards are entered into weekly drawing. Each class also has a weekly class meeting in order to build positive relationships in the classroom. Teachers and students have different topics that are discussed based on the specific class needs.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholder play an important role in promoting a positive culture and environment for our school. We have a supportive staff at English Estates that is proactive and responding to the needs of our students. Our families work with us to ensure their child is dressed for success in our school uniform and ready to start their day. We have a very active PTA and SAC that meet monthly to share ideas and help move our school towards success. Our community business partners play a vital role in supporting their community school and reaching out for various needs throughout the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem-solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem-solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem-solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem-solving team utilizes an early warning identification system and digitized response to the intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier III Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Nancy Urban	Principal	nancy_urban@scps.us	Data Chats/Analysis, PLC's, MTSS, Monitor Lowest Quartile/ESE/ESOL
Jodi Farbstein	Assistant Principal	jodi_farbstein@scps.us	PD, Data Chats/Analysis, Testing, PLC's MTSS, Monitor Lowest Quartile/ESE/ESOL
Shanston Boyd-Marks	SAM	shanston_boyd-marks@scps.us	Title I Compliance, Discipline, PBS, Business Partners, FIT/FIN
Raven Tanyhill	School Counselor	tanyhirm@scps.k12.fl.us	MTSS, Attendance, Truancy, Counseling, Student Study, 504's, ESE Team
Tiffany Brietz	Reading Coach	tiffany_brietz@scps.k12.fl.us	iReady Reading, MTSS Reading, Intervention Schedule, ELA PLC's, Model Lessons, ELA Data Chats, Support Lowest Quartile
Rachel Raulerson	Science/Math Coach	rachel_raulerson@scps.us	Science/Math PLCs, iReady Math, MTSS Math, Intervention Schedule, Math PLC's, Model Lessons, Math Data Chats, Support Lowest Quartile
Kelly Atterbury	Math coach	Kelly_atterbury@scps.k12.fl.us	Math PLC's, Model Lessons, Math Data Chats, Support Lowest Quartile, Intervention Groups

Marie Elanus

School Social Worker

elanusmz@scps.k12.fl.us

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

Holly Mora

Reading Coach

holly_mora@scps.k12.fl.us

iReady Reading, MTSS Reading, Intervention Schedule, ELA
PLC's, Model Lessons, ELA Data Chats, Support Lowest
Quartile

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Cindy Cutcher	Reading Interventionist	cindy_cutcher@scps.k12.fl.us	Small group intervention in reading, tracking data for reading in iready, providing feedback to teachers on student progress
Peggy Godby	Reading Interventionist paraprofessional	peggy_godby@scps.k12.fl.us	small group intervention in reading
Cathy Soriano	Reading Interventionist paraprofessional	soriancl@scps.k12.fl.us	small group intervention in reading

Public and Collaborative Teaching

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

In order to foster positive working relationships between teachers, administration encourages teams to participate in Professional Learning Community meetings at least two days per week to discuss curriculum and instructional strategies to support learning. Our coaches support the teachers during their PLCs to help plan lessons based on essential standards, create and identify formative and summative assessments, analyze data to improve student learning and teacher practices and target reteach activities. The collaborative teams foster a love for learning and teaching.

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. Seminole County Public Schools hosted a teacher job fair in the spring. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were “highly qualified” and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

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

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.

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

English Estates utilizes Steven Covey's 7 Habits of Highly Effective People and The Leader in Me program to promote lifelong skills for the 21st century learner. Our annual Teach-In event provides an opportunity for community members and parents to share about their careers and trades with our students, offering insight about varying careers in Central Florida.

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

One of the WIGs (Wildly Important Goals) for our school is to have 100% of students make a contribution to their class, school, or community each month by May 2022. The students can take on leadership roles in their classroom, around campus, and in their community. The students share their leadership roles and we celebrate their successes.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student Data/Leadership Notebooks: Students maintain and update Data/Leadership Notebooks to track their academic growth, goals and achievement (iReady, DRA, Oral Reading Fluency, Sight Words, Common Assessments, etc.).	Administration, Leadership Team, Instructional Coaches, Teachers	May 2022	Y	Monthly	Student Data/Leadership Notebook Chats Student Led Conferences Teacher/Team Data Chats iReady Diagnostics/Data Reports Title I Compact Form
Student Led Conferences: Students meet with parents to discuss their academic growth, goals and achievement (iReady, DRA, Oral Reading Fluency, Sight Words, Common Assessments, etc.).	Administration, Leadership Team, Instructional Coaches, Teachers	May 2022	Y	Mid Year End of Year	Student Data/Leadership Notebooks Student Led Conferences Student Data Chats iReady Diagnostics/Data Reports Title I Compact Form

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Math Athletes: Lowest Quartile students in Third through Fifth Grade attend tutorial before school in the computer lab.	Administration, Instructional Coaches, Teachers	May 2022	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Roadie Express: Lowest Quartile students in all grade levels will participate in an intervention model with a certified teacher to focus on the areas of need (phonics, fluency, decoding, comprehension, etc.) to become proficient in reading.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Four days a week	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Push In / Pull Out Support: Lowest Quartile students will be provided with additional support from certified teachers in reading and math.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Data Tracking Sheets, Data Boards, and Data Chats: All student data will be maintained and tracked followed up with monthly Data Chats.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Daily (Monday - Friday)	Assessment data monitored by administration and leadership team
Excel Before the Bell Tutorial reteaching standards for students kindergarten -fifth grade.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	April 2022	N	Spring 2022	Data Tracking Sheets, Attendance Sheets

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
SIPPS and LLI - provide students with additional reading intervention	Teachers, Instructional Coaches, Administration	May 2022	Y	Daily (Monday - Friday)	Monthly progress monitoring assessments
Math Athletes: Lowest Quartile students in Third through Fifth Grade attend tutorial before school in the computer lab.	Administration, Instructional Coaches, Teachers	May 2022	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Roadie Express: Lowest Quartile students in all grade levels will participate in an intervention model with a certified teacher to focus on the areas of need (phonics, fluency, decoding, comprehension, etc.) to become proficient in reading.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Four days a week	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Data Tracking Sheets, Data Boards, and Data Chats: All student data will be maintained and tracked followed up with monthly Data Chats.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Weekly	Assessment data monitored by administration and leadership team
Using Dreambox for extra math support for Tier 2 students.	Administration, Instructional Coaches, Teachers, and Support Staff,	Ongoing	Y	Weekly	Assessment data monitored by administration and teachers

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Math Athletes: Students in Third through Fifth Grade attend tutorial before school in the computer lab.	Administration, Instructional Coaches, Teachers	May 2022	N	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Roadie Express: Students in all grade levels will participate in an intervention model with a certified teacher to focus on the areas of need (phonics, fluency, decoding, comprehension, etc.) to become proficient in reading.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Four days a week	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Data Tracking Sheets, Data Boards, and Data Chats: All student data will be maintained and tracked followed up with monthly Data Chats.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Weekly	Assessment data monitored by administration and leadership team

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Push In / Pull Out Support: Lowest Quartile students will be provided with additional support from certified teachers in reading and math.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	May 2022	Y	Daily (Monday - Friday)	Data Tracking Sheets, Attendance Sheets, Monthly Data Chats, Weekly Leadership Team Meetings, MTSS Meetings, Lowest Quartile Data Chats, iReady Data Reports, Intervention Tracking Sheets, PLC Chats
Excel Before the Bell - Tutorial reteaching standards for kindergarten -fifth grade students.	Administration, Instructional Coaches, Teachers, Support Staff, ESE/ESOL Teachers	April 2022	N	Spring 2022	Data Tracking Sheets, Attendance Sheets

Elementary Essential Instructional Priority 2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students are recruited by teachers recommending/ requesting gifted screenings, enrolling students in Talent Development, and encouraging students to participate in EEES Leadership Roles, curriculum, clubs, activities, events, and programs	Administration, Leadership Team, Instructional Coaches, Teachers	May 2022	Y	Quarterly	AO data tracking and monitoring, Leadership Team Meeting Agenda/Notes
STEAM/STEM Coding	Administration, Leadership Team, Instructional Coaches, Teachers	May 2022	Y	Yearly	AO data tracking and monitoring, Leadership Team Meeting Agenda/Notes
PRIMES Initiative - Increase the number of students representing subgroups (black, hispanic, ELL) in PRIMES courses in grade 4 and grade 5.	Administration, Instructional Coaches, Teachers	May 2022	N	Yearly	Ongoing progress monitoring, iReady, Leadership Team Meetings, Data Chats

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
We have a one to one device in 4/5 grade and two to one in grades K-3. Students use technology to access their Google Classrooms, coding as well as complete Nearpod lessons.	Administration and teachers	Ongoing	Y	Daily	We will see an increase in the amount of students that earn their digital tools certification.

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Attendance Monitoring: Social Worker and School Counselor monitor attendance	School Counselor, Social Worker, Front Office Secretary, Administration	May 2022	Y	Weekly/Monthly	MTSS Data, Attendance Reports, Monthly Attendance Tracking in EdInsight, Leadership Team Meeting Agenda/Notes, EdInsight-Risk Score Reports
MTSS/EdInsight - Attendance will be tracked and monitored by teachers and discussed during MTSS Meetings.	School Counselor, MTSS team, Teacher, Administration	May 2022	Y	Weekly/Monthly	MTSS Data, Attendance Reports, Monthly Attendance Tracking in EdInsight, Leadership Team Meeting Agenda/Notes, EdInsight-Risk Score Reports

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School Resource Deputy Relationship Building	Students will get to know our SRD through school news, daily walkthroughs, classroom read-alouds, classroom visits, and connecting with students on the car ramp during arrival/dismissal and cafeteria during lunch.	Administration , SAM, SRD, School Counselor, Teachers	May 2022	Y	Daily/Weekly	Improvement of indicator on school safety survey
Common Areas	Students will feel safe walking through common areas throughout campus (hallways, bathrooms, cafeterias).	Administration , SAM, Teachers, School Counselor, SRD	May 2022	Y	Weekly	Informal student surveys and Improvement of indicator on school safety survey

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Students are taught the Seven Habits of Highly Effective People. Through this process they learn to Be Proactive, Begin with the End in Mind, Put First Things First, Think Win/Win, Seek First to Understand, then to Be Understood, Synergize, and Sharpen the Saw. Through these habits, the students are taught life ready principles of self-confidence and teamwork to succeed as leaders in the 21st century.</p>	<p>Administration, Lighthouse Team, and teachers.</p>	<p>Ongoing</p>	<p>Y</p>	<p>Daily</p>	<p>Decrease in discipline referrals.</p>
<p>Growing Leaders is a monthly newsletter provided to our families to support our Leader in Me program. Togethers families can learn and review a habit of the month. There is a Table Talk question of the month that families submit their responses on a goggle link. Some of the responses are shared in our next edition of Growing Leaders to see how our families are building relationships with each other while making connects with leadership at home and at school.</p>	<p>Administration, teachers, and parents.</p>	<p>Monthly</p>	<p>N</p>	<p>Monthly</p>	<p>Google link with Table Talk Responses</p>

Optional Action Plan

Topic Item	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?
Monitoring Behavior/Discipline:	PBS Team meetings to discuss positive behavior needs, behavior data, and weekly drawing incentives.	SAM, Teachers, PBS Action Team, Leadership Team	Weekly	Y	Monthly	PBS Meeting Agenda/Notes, Discipline Data Tracking, Discipline Reports, EdInsight Discipline Reports, Monitoring of Classroom meetings and discipline data
Sanford Harmony Social Emotional Learning	Teachers implement/monitor behavior through classroom meetings.	SAM, Social Worker, Teachers, PBS Action team, Leadership Team	May 2022	Y	Daily	PBS Meeting Agenda/Notes, Discipline Data Tracking, Discipline Reports, EdInsight Discipline Reports, Monitoring of Classroom meetings and discipline data

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.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

By using schoolwide PBS program which provides an opportunity for students to be recognized for being a leader. The students must display behaviors which are consistent with the Roadrunner's Creed. The leader qualities are leading by example, exerting effort, achieving goals, doing their best, encouraging peers and respecting others.

Action Plan

1st Finding

Students with disabilities

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?
Data tracking spreadsheet for all students with disabilities will be used to monitor academic progress.	Administration, Instructional Coaches, Teachers, Support Staff, and ESE Teachers	May 2022	Y	Weekly	Data Tracking Sheets, Weekly Data Chats, and iReady progress monitoring.
Excel Before the Bell tutorial for reteaching standards for students in kindergarten - fifth grade with disabilities.	Administration, Instructional Coaches, Teachers, Support Staff, and ESE Teachers	April 2022	N	Weekly	Data tracking sheets and attendance sheets

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost
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The school has developed, and regularly monitors progress for goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	Partially Almost
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All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost
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Action Plan

Indicator 1

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

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Leadership team will meet weekly to analyze data for professional development needs	Leadership Team, Administration	May 2022	Y	Weekly	Data tracking sheets, Leadership Team Agenda/Notes
Provide professional development for effective inclusive practices	ESE Teachers, School Counselor, Teachers, Leadership Team, Administration	May 2022	Y	Quarterly	Lesson Plans, Data tracking sheets, Leadership Team Meeting Agenda/Notes

Indicator 2

The school has developed, and regularly monitors progress for goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Leadership & ESE Data Chats/PLC's with Teachers	ESE Teachers, Leadership Team, Teachers, Administration	May 2022	Y	Monthly	Lesson Plans, Data tracking sheets, PLC Meeting Agenda/Notes
Leadership team will meet weekly to analyze data and monitor implementation of inclusive educational practices	Leadership Team, Administration	May 2022	Y	Weekly	Data tracking sheets, Leadership Team Meeting Agenda/Notes

Indicator 3

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

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Leadership & ESE Data Chats/PLC's with Teachers	Leadership Team, ESE Team, Teachers, Administration	May 2022	N	Monthly	Lesson Plans, Data tracking sheets, PLC Meeting Agenda/Notes
Leadership team will meet weekly to analyze assessment data and monitor effective instruction and behavior interventions	Leadership Team, Administration	May 2022	Y	Weekly	MTSS Notes, Lesson Plans, Data tracking sheets, Leadership Team Meeting Agenda/Notes

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
iReady PD	1	Ongoing	Analyzing iReady reports will assist with differentiating instruction to increase academic achievement.	All	80	Administration, Instructional Coaches, iReady Consultant
Student Data/Leadership Notebooks	1	Ongoing	Analyzing student growth will assist with differentiating instruction to increase academic achievement.	All	80	Administration, Instructional Coaches, iReady Consultant, and Leader in Me Consultant
Math Support for Tier 2	1	Ongoing	Analyzing student growth will assist with extra support in math for our Tier 2 students using Dreambox to increase math academic achievement.			
PBS Expectations	2	Monthly	Increase positive behaviors of our students	All	80	Administration and SAM
Gifted teacher and administration work closely to ensure AO students are placed in advanced course work.	3	Ongoing	Increase students for AO opportunities.	All	80	Administration, gifted teachers, and classroom teachers.
ESE Inclusive Practices	1, 2, 3	Ongoing	Teachers will utilize ESE Best Practices and assessment data to increase achievement.	All	80	ESE Teachers and Administration

Leadership team will meet to analyze assessment data and monitor effective instruction with IReady	1	Ongoing	Increase students achievement	All	80	Administration, coaches, and teachers
Conditions for Learning	1, 2, 3	Ongoing	Teachers will implement conditions for learning within lessons to increase academic achievement.	All	80	Administration, Instructional Coaches
Quality Instruction	1, 2, 3	Ongoing	Teachers will implement best practices within lessons to increase academic achievement.	All	80	Administration, Instructional Coaches
5 Essentials	1, 2, 3	Spring	5 Essential results will provide useful data to identify areas of improvement within (Effective Teachers, Collaborative Leaders, Ambitious Instruction, Supportive Environment, & Involved Families)	All	80	Administration
Future Ready Graduates	1, 2, 3	Spring	Teachers will implement strategies that intentionally prepare students to meet targeted milestones.	All	80	Administration, Instructional Coaches