

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

Lake Mary 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 Lake Mary Elementary is to promote self-esteem, strong academic achievement, creativity and acceptance of responsibility through building relationships and establishing high academic expectations in a safe, positive environment that unifies staff, parents and community to prepare all students for success in real-life experiences.

Provide the school's vision statement

The vision of Lake Mary Elementary is to ensure every students will have one year’s academic growth in one year’s time. Lake Mary Elementary will continue to increase overall academic achievement for all students in preparation for college and career readiness.

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

The Lake Mary Elementary 2020-2021 School Improvement Plan was sent electronically to SAC members PTA Board members and teachers for review. Those stakeholders were asked to share input for the 2021-2022 School Improvement Plan. Comments received from the stakeholders have been included in this document.

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.

Teachers regularly communicate with parents through emails, phone contacts, newsletters, planners, and parent-teacher conferences. Parents are encouraged to monitor their child’s/children’s progress via Skyward Parent Portal and open communication with teachers. Multiple evening presentations are provided demonstrating different curriculum initiatives. Administration and teachers use Skyward and School Messenger to send messages to families. A school wide newsletter is sent home at the beginning of the year and at the end of each quarter. Throughout the year, parental surveys are used to inform LMES personnel what information parents would find useful; that information will be organized and disseminated to parents. The LMES Facebook page and website are updated to provide parents with an additional informational resource.

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)

Students' social emotional needs are primarily met within the classroom setting. In order to help meet students' social emotional needs, the Lake Mary Elementary Certified Guidance Counselor is available to meet with students on an individual basis depending on the situation and provide classroom lessons on friendship, respect, tolerance, or teacher selected topics. Students demonstrating greater social emotional needs receive weekly direct instruction on social skills from one of our resource teachers. Resource teachers will be implementing social emotional learning through Sanford Harmony. Lake Mary Elementary's social worker is available one day per week and during emergencies to counsel with students and parents. She is able to connect families in need with supplemental community resources. Additionally, counseling and mentoring services are provided for students on an as needed basis through outside agencies. An additional mental health counselor works collaboratively with our guidance department and social worker to provide intensive support for select students. It is important to honor the social emotional needs of all staff members, particularly in a school year where the COVID-19 pandemic continues to prevail. The Lake Mary Elementary PTA works closely with school administration to provide treats for our staff throughout the year. PTA also provides some fun activities for teachers and staff on various holidays. Administration provides open door experiences for all staff, including the opportunity to provide feedback through surveys and in-person activities such as Cookies and Conversation. Administration is careful to direct teacher work time wisely so that teachers have as much time for Professional Learning Community work.

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.

School board members and community members support the overall effort of the school. It is important to faculty and staff to have the support of these two key groups. Parent groups: volunteers, PTA and SAC are a direct support to the faculty and staff by their participation in classroom support, treats for teachers and staff and events that bring all stakeholders together.

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.

Students' social emotional needs are primarily met within the classroom setting. In order to help meet students' social emotional needs, the Lake Mary Elementary counselor is available to meet with students on an individual basis depending on the situation and provide classroom lessons on friendship, respect, tolerance, or teacher selected topics. Students demonstrating greater social emotional needs receive weekly direct instruction on social skills from one of our resource teachers. Resource teachers will be implementing social-emotional learning through Sanford Harmony. Lake Mary Elementary's social worker is available one day per week and during emergencies to counsel with students and parents. She is able to connect families in need with supplemental community resources. Additionally, counseling and mentoring services are provided for students on an as needed basis through outside agencies. An additional mental health counselor works collaboratively with our guidance department and social worker to provide intensive support for select students.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Pam Gamble	Principal	pam_gamble@scps.k12.fl.us	Overall school operations
Grace Felipa-Hayes	Assistant Principal	grace_hayes@scps.k12.fl.us	Overall school operation
Rebecca Klump	Guidance Counselor	rebecca_klump@scps.k12.fl.us	Management of student study, exceptional student education, and students with 504s.
Amanda Specht	Instructional Coach	spechtal@scps.k12.fl.us	Instructional coaching of staff members, new teacher support, MTSS process, iReady Liason and curriculum
Angela Shapiro	Reading Coach	angela_shapiro@scps.k12.fl.us	Reading intervention, iReady, and MTSS support

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Pam Gamble	Principal	pam_gamble@scps.k12.fl.us	Monitor school literacy progress
Grace Felipa-Hayes	Assistant Principal	grace_hayes@scps.k12.fl.us	Monitor school literacy progress
Angela Shapiro	Reading Coach	angela_shapiro@scps.k12.fl.us	Ensure that literacy programs and incentives are provided across all school grade levels and monitor progress.

Student Transition and Readiness

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

All grade levels at Lake Mary Elementary are exposing children to the Computer Sciences; each grade has unique coding and computer science lessons. These lessons start in Kindergarten with teaching students algorithms that enable them to problem solve while creating the code to move their “bees” from one location to the end destination. Students’ exposure to computer sciences increases in complexity as the grade levels increase. These skills combined with the skills acquired in Lake Mary Elementary’s Computers Class build the foundational skills for students to begin preparing for college and career opportunities. By sparking all students’ curiosity and problem solving skills through computer sciences, the students will be better equipped when transitioning to middle school’s computer, college, and career exploration.

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

* Computer Class – Specials rotation * Coding and Computer Science Curriculum at all grade levels * Odyssey of the Mind * Robotics * News Crew * Genius Hour

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?
Students will maintain individualized data notebooks. Progress monitoring will include but not limited to reading fluency, fact fluency, high impact instructional standards, iReady diagnostics, lessons passed and scores, DRA levels, district progress monitors and FSA scores.	Classroom teachers and students	Quarterly	No	Ongoing based on assessment windows	Administrative checks of data notebooks during classroom walk throughs.
Teachers will host data conferences with students to set goals, update data and review accomplishments.	Classroom teachers and students	Quarterly	Yes	Ongoing based on assessment windows	Teachers will initial and date data conferences within the notebooks.
Students will share and discuss data notebooks with parents or guardians during parent-teacher conferences.	Classroom teachers and students	Each semester	No	Twice a year	Students review of data notebooks with parents will be recorded on the parent-teacher conference form.
Administration will meet with students to discuss and review data notebooks.	Leadership team and students	Each semester	No	Twice a year	Leadership team will initial and date data conferences within the notebooks.
Teachers will participate in classroom walk-throughs to review and discuss data notebooks with students	Administration, Instructional Coach, teachers	Ongoing	Yes	Each semester	Teacher reflection forms on data notebooks

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?
Students identified in the bottom 30% will be assigned a mentor from the leadership team. The mentors will check in weekly with students and follow up with any supports they may need. Data discussions will be held following each intervention cycle and diagnostic.	Leadership team and classroom teachers	Ongoing	No	Monthly	Leadership team will meet monthly to update lowest 30% data.
Weekly iReady reports for minutes and lessons passed will be reviewed by the leadership team.	Leadership team and classroom teachers	Ongoing	No	Weekly	Leadership team will follow up with classroom teachers based on the iReady reports.
Students identified in the lowest 30% will have interventions plans within EdInsight or updates made within their ESE Individual Education Plan.	Leadership team, ESE teacher, classroom teacher	Ongoing	No	Quarterly	Student intervention plans within EdInsight and ESE Progress Reports
Administration will host monthly data meetings with teachers focusing on students within the lowest 30%.	Administration, ESE teachers, classroom teacher	Ongoing	No	Monthly	Summary notes from monthly meetings
Student progress monitoring data will be tracked by teachers within a school-wide eCampus course.	Leadership team, classroom teacher	Ongoing	No	Ongoing based on the assessment window	Data will be readily available within Google data folders

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?
Students will participate in targeted small group instruction to address non-mastered standards.	Classroom teacher, ESE teacher, ELL teacher and Reading Intervention teacher	Ongoing	Yes	Weekly	Teacher lesson plans and PLC notes
Students will be engaged in high yield instructional strategies for direct and small group instruction.	Classroom teacher, ESE teacher and ELL teacher	Ongoing	Yes	Weekly	Teacher lesson plans and PLC notes
Students will be invited to after-school tutorial programs	Administration, classroom teacher, ESE teacher and ELL teacher	Oct-21	No	Weekly	Enrollment and attendance monitoring of tutorial sessions
Students qualifying will receive direct instruction with the curriculum project comprehension program.	Administration and ESE teacher	September	Yes	Weekly	Student data tracking charts with the curriculum project
Teachers will adjust iReady lessons based on student data	Classroom teacher	Ongoing	Yes	Monthly	iReady usage and lessons passed reports

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?
Students will participate in targeted small group instruction within the classroom to address non-mastered standards.	Classroom teachers, ESE teachers, ELL teachers and Reading Intervention teacher	Ongoing	Yes	Weekly	Teacher lesson plans and PLC notes
Students will be engaged in high yield instructional strategies for direct and small group instruction.	Classroom teacher, ESE teacher and ELL teacher	Ongoing	Yes	Weekly	Teacher lesson plans and PLC notes
Students will be invited to after-school tutorial programs	Administration, classroom teacher, ESE teacher and ELL teacher	Oct-21	No	Weekly	Enrollment and attendance monitoring of tutorial sessions
Students qualifying will receive direct instruction with the curriculum project comprehension program.	Administration and ESE teacher	September	Yes	Weekly	Student data tracking charts with the curriculum project
Teachers will adjust iReady lessons based on student data	Classroom teacher	ongoing	Yes	Monthly	iReady usage and lesson passed reports

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?
After-school tutorial will be offered to 3rd, 4th and 5th grade students demonstrating a need for additional academic help.	Administration and tutorial teachers	Oct-21	No	Weekly	Tutorial attendance sheets, tutorial lesson plans, and iReady reports
During school tutorial sessions will be offered to 3rd, 4th and 5th grade students demonstrating a need for additional academic help.	Administration and classroom teachers	Oct-21	No	Weekly	Tutorial attendance sheets, tutorial lesson plans, and iReady reports

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?
Development of High Performing PLCs	Lake Mary Elementary has a strong foundation in the work of the PLC. Teachers want to focus on using teacher collected student response data to determine next steps toward appropriate differentiation to answer question three: "What do we do if they don't learn?" Development of a strong PLC structure over the course of the school year will help teachers build collective capacity for improving student outcomes.	Principal, Assistant Principal, Instructional Coaches and teachers	May 2022		Ongoing	PLC Meeting notes and planning documents

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 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?
Teachers will monitor weekly attendance reports.	Classroom teachers	Ongoing	No	Weekly	Skyward attendance logs
Students with excessive absences will be tiered within EdInsight and have interventions implemented. The guidance counselor and school social worker will check in on these students weekly to make sure the school is fully supporting them.	Instructional Coach, Guidance Counselor, Social Worker	Ongoing	No	Weekly	Intervention plans within EdInsight

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?
Positive Behavior Intervention and Supports	Teachers and Staff will implement PBIS in the classroom and across all areas of the campus to ensure appropriate behavior in all settings.	Leadership Team, Classroom Teachers, Resource Staff and all Support Staff	ongoing	Yes	Monthly	Positive Behavior Referrals logs

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?
Provide team building activity during preplan to bring staff together. Hire TeamBuilders, Inc. to bring in escape room activity.	Principal	August 4, 2021	Y	1 time	Teacher bonding will be evident in PLCs, with the ability of teams to work well together in the problem solving process.
PTA volunteers schedule treats monthly for staff and deliver the treats to the classrooms.	Principal	Various dates each month	No	monthly	Overall school climate
Monthly Cookies & Conversation with all staff during a PLC or planning time. Staff are welcome to drop by and enjoy fellowship and open conversation or just laugh together.	Principal, Assistant Principal	May 2022	N	Monthly	All staff will be encouraged to take ownership of the collective and productive struggles of the work at hand this year, but more importantly be able to emotionally support a positive climate through open and honest interactions and support of one another. This begins at the top and will be constantly modeled by the principal
Working together with PTA and SAC, the principal will encourage the return of family engagement activities to the school as in-person relationship building. Until we are able to build capacity for in-person activities, the principal uses written and voice communication tools to bridge the gap.	Principal	May 2022	N	Bi-monthly at minimum	Messages via social media, and the use of school messenger to promote written and verbal information about what is happening in the school.

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?
School and neighborhood safety	Implement school and neighborhood safety lessons into classroom instruction.	Administration , classroom teachers and school resource officer	Ongoing	Y	Monthly	Teacher lesson plans

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

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 in 4th and 5th grade demonstrating high achievement will be placed in PRIMES math	Administration	Aug-21	No	Quarterly	Student course selection
Students demonstrating high achievement will be identified and participate in talent development	Leadership team, classroom teacher and gifted resource teacher	Ongoing	Yes	Quarterly	Student rosters for talent development
Students will be eligible to participate in enrichment activities in Odyssey of the Mind, Robotics, and Mathletes	Administration and classroom teachers	Ongoing	No	Quarterly	Registration and participation in enrichment activities

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?
Students in fifth grade will participate in earning their digital tool certification in tech lab class for System Initiative C -Key Performance Indicator #1	Principal, ETF	May 2020	N	Bi-weekly, on the special area rotation for technology, with support in the fifth grade classrooms	Students will earn their digital certificates after completing their culminating project.

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

Indicator #17: School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost
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Indicator #18: Specials, 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 Almost
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Indicator #27: All special education teachers are full, collaborative members of a general education curriculum team.	Partially Almost
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Action Plan

Indicator 1

Indicator #17: School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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?
Time will be allocated for ESE teachers to participate with grade level professional learning communities for collaboration about SWD students.	Administration , ESE teachers and general education teachers	Ongoing	No	Monthly	Professional learning communities meeting notes

Indicator 2

Indicator #18: Specials, 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?
ESE teachers will provide professional development for all special area, classroom and additional support personnel on best practices for SWDs.	Administration and ESE teachers	May 2022	Yes	Fall Semester	Professional development agenda and learning logs
ESE teachers will collaborate with special areas teachers to review SWDs behavior plans and implementation models for special area courses.	Administration , ESE teachers and special area teachers	May 2022	No	Each semester	Meeting agenda and notes

Indicator 3

Indicator #27: All special education teachers are full, collaborative members of a general education 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?
ESE teachers will be partnered with general education teams and departments for collaboration and data driven decision making.	Administration , ESE teachers, curriculum leaders and plc facilitators	May 2022	No	Monthly	Professional learning communities agendas and meeting notes
ESE teachers will participate in district sponsored professional development targeted for the general education classroom.	Administration , ESE teachers and instructional coach	Ongoing	Yes	Quarterly	Professional development session agendas and learning logs

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
Data Notebook Walk Through Look Fors	Priority 1 Quality Instruction	1st Quarter		All Instructional Staff	65	Administration
Effective Data Conferencing with Students	Priority 1 Quality Instruction	2nd and 4th Quarters		All Instructional Staff	70	Administration
Digging Deeper with iReady Data	Priority 1 Quality Instruction	Quarter 1		All Instructional Staff	70	iReady Consultant, Administration, Instructional Coaches
Fountas and Pinnell Phonics	Priority #1: Quality Instruction	Ongoing		Primary and ESE Resource Teachers	35	Administration, Instructional Coach, Teachers
PBIS Refresher	Priority 2 Conditions for Learning	September 2021	Positive relationships are key to building teacher-student trust, which leads to increased student confidence levels during instruction and when performing for academic tasks or assessments.	All Instructional Staff	70	Administration, Leadership Team and Guidance Counselor

School Safety	Priority 2 Conditions for Learning	Ongoing		All Faculty and Staff	100	Administration and School Resource Officer
iReady PD	Instructional Priority #1	October 20, 2021	Teachers will review use of iReady data to support student growth goals and learn to use math discourse.	All instructional staff and coaches	75	IReady consultant, principal
Differentiating Instruction for Advanced Learners	Priority 3 Skills for Future Ready Graduates	Semester 1 and Semester 2	This PD will focus on using best practice and high yield strategies to engage learners in cognitively complex tasks	All Instructional Staff	70	Administration and Gifted Teacher
Robotics and Coding in the Classroom	Priority 3 Skills for Future Ready Graduates	Ongoing	Students will use complex thinking skills to solve programming problems in robotics and coding.	Classroom Teacher	70	Administration and District Teacher on Assignment
ESE Goals and Priorities	BPIE	Quarterly		ESE and General Education Teachers	70	Administration and ESE Team
Student Success Framework Implementation	BPIE	Ongoing		All Classroom Teachers	70	Administration and Classroom Teachers