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

Longwood 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 Longwood Elementary School is to foster an inspirational learning environment that encourages perseverance while providing opportunities to create, collaborate,and communicate.

Provide the school's vision statement

While Creating,Collaborating and Communicating,Longwood Elementary School will be a premier elementary school in the Lyman Cluster. Longwood will be recognized in the district and the state level for high standards,academic performance,and offering students future ready educational opportunities (Blended Learning,Reading Counts,and Cub Clubs focusing on STEAM activities). *Longwood will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. *All students and will perform at the highest levels. *There will be equitable facilities and opportunities for all students. *The school's personnel will be highly qualified,diverse,innovative,enthusiastic,energetic,and dedicated to the mission.

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.

Longwood Elementary uses many strategies to include parents and the community in the development and review of School Improvement Plan (SIP). The School Advisory Council (SAC), which consists of staff, parents and community members, is invited to attend the planning session and provide input and receive an explanation of the action plan and data. After the plan is developed, it is shared with members of the Parent Teacher Association (PTA) Board and the school staff. Data is shared with both groups of stakeholders throughout the year and parents are surveyed during school activities to get feedback on opportunities that are provided to them. Additionally, information about student achievement, school wide programs, and school priorities are communicated with take home folders, conferences, social media and electronic communication.

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.

Longwood Elementary is targeting parents to take a more active role in their student's schooling by using Skyward to access data, grades and communication. Longwood Elementary works very closely with its students and families with the intent to educate one another on each other's cultures, with the end result being to create a well-rounded school culture embracing each other's' differences and similarities. Teachers and administrators use multiple strategies to contact families, including but not limited to,(1) contacting families prior to the start of school to welcome the students to the new school year,(2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum,(3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal,(4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable,(5) inviting families to participate in SAC and PTA Boards,(6) inviting families to attend PTA meetings and participate in school related events,(7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis,(8) advertising events on school marquees,(9) numerous other out-reach strategies developed by school staff, (10) and offering a Lyman Cluster family night focusing on math, science and career opportunities

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)

Longwood's PBIS team works together to build relationships, create incentives, teach lessons, and support students and their experience at school. The Schoolwide PBIS system is designed with a "house" theme. Each student is part of a "house" that has multiple grade levels represented and work to build a community within a community and build relationships with not only other students but also, teachers that may not be their homeroom teacher.

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.

Stakeholders include but are not limited to teachers, students, families, paraprofessionals, clerical staff, restaurant staff, and administration.

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.

Longwood Elementary has established various counseling services for the needs of our students including anger management ,peer resolution, social skills, divorce group, and one on one when needed. We have student mentor programs with our older student council students working with primary classes. Our staff works hand in hand with our PTA to run a "food pantry" for those families in need,as well as an outreach program called the Loving Lions. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

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 Levels l core 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
Brian Emmans	Principal	brian_emmans@scps.k12.fl.us	Oversees total school program
Leigh Jones	Assistant Principal	leigh_jones@scps.k12.fl.us	Assists Principal with overseeing total school program
Alex Bacon	Third Grade Team Leader	alexandra_bacon@scps.k12.fl.us	PBIS, 3rd Grad PLCs, Curriculum
Lindsay Hicks	Instructional Coach	lindsay_hicks@scps.k12.fl.us	Coaching, PLCs, Curriculum, MTSS
Amy Sklar	Guidance Counselor	amy_sklar@scps.k12.fl.us	SST, MTSS, Counseling, Conferences, Behavior
Katie Berdine	K Team Leader	Katie_Berdine@scps.k12.fl.us	PLCs, Curriculum
Julie Drinkwater	1st Grade Teacher	julie_drinkwater@scps.k12.fl.us	PLCs, Curriculum, Loving Lions (Food Pantry)
Ruth Mcmahan	Gifted Resource Teacher/ ESE Team Leader	mcmaharc@scps.k12.fl.us	PBIS, Cub Clubs, Parent Nights
Erin Mason	Speech Language Pathologist	erin_mason@scps.K12.fl.us	PLCs, student services, PTA Liason
Jenise Failla	4th Grade Math/Science Teacher	jenise_failla@scps.k12.fl.us	PLCs, Curriculum

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Kathryn Lind	ESE Teacher/School Mentor	kathryn_lind@scps.k12.fl.us	ESE Curriculum, Mentoring Staff Members
Alica Martinez	5th Grade ELA	alici_martinez@scps.k12.fl.us	Curriculum, Data, Coaching
Michael Wrathall	5th Grade Math/Science Teach	michael_wrathall@scps.k12.fl.us	Curriculum, PLCs, Coaching
Lindsay Hicks	Instructional Coach	lindsay_hicks@scps.k12.fl.us	Curriculum, Coaching, PLCs

Public and Collaborative Teaching

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

A variety of strategies are used to encourage positive working relationships between the teachers at Longwood Elementary School. Grade levels participate in weekly PLCs to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLCs. Data meetings are held to disaggregate data and drive instruction. Staff meetings are held monthly and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. Teams work together to practice and refine this instructional strategy. Longwood supports new teachers through the Mentor/Mentee program. Mentees receive support from a certified teacher through this program. Teachers who are new to Longwood meet regularly ,with their mentor, to learn about our school, community, and build relationships with the student population we serve .

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

Seminole County Public Schools is always looking for highly qualified,certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world.One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018.The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

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

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.

Longwood Elementary promotes lifelong skills for Future Ready Students. Students are engaged in collaborative discussions, interacting with technology, working to build a growth mindset, and connecting to real-world problem solving. The annual Teach- In event provides an opportunity for community members to share about their careers and trades with our students offering an insight to varying careers in our area. Longwood is partnering with Lyman High School's Future Teacher program and allowing for observation ,interaction, and encouraging students to be potential SCPS teachers. We also operate a Makerspace area that encourages students to explore and create, supporting potential careers in engineering ,manufacturing and trade work.

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

Longwood teachers will be hosting student-teachers from Lyman High School. This program demonstrates to our students the importance of collaboration and mentorship for future teachers. Our Longwood News Network provides opportunities for students to communicate upcoming events. This also requires perseverance to work through potential technical difficulties. Students are able to use their imagination as they participate in the art club while investigating art modes and art history. In addition, students rotate through the Makerspace area enabling them to utilize innovation practices in the areas of engineering, math, science and technology.

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	**5 Essentials**		
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95	Indicators	Strategic Plan	Target
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95	5E_SM_Classroom Rigor	B.1.1	70
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95	5E Ambitious Instruction	B.1.1	70
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95	5E Collaborative Teachers	B.1.1	70
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			

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 Notebooks/School-wide data sheet	Students, Teachers, Admin, Coach	Fall and Spring Semesters	Y	Baseline, Progress Reports, Quarterly	Student Data Notebooks used in classrooms and will be monitored weekly by teachers.
IReady Charts and Incentives	Teachers, Coach, Students, Admin	Fall and Spring Semesters	Y	Daily ,Weekly, Monthly	Charts in classroom that display pass rate and time on task
Student Led Conferences	Teachers, Students, Admin	Spring Semester	N	January and May	Parent Conference Forms

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?
School-wide data tracking sheets	Teachers, Coach, Admin	Fall and Spring Semesters	Y	Weekly, Quarterly, On-Going	Leadership Team agenda, mentor-ship meeting agendas, data tracking sheets, EdInsight, tracking sheets will be used during MTSS and SST meetings
Data Driven Intervention and Tier Plans will be monitored through MTSS and SST	Teachers, Coach, Admin	Fall and Spring Semesters	Y	Weekly, Quarterly, On-Going	Leadership Team agenda, mentorship meeting agendas, data tracking sheets, EdInsight, fluid intervention groupings for students
Mentoring/Cheerleaders will be assigned to students	Teachers, Coach, Admin	Fall and Spring Semesters	N	Weekly, Quarterly, On-Going	Leadership Team agendas, Mentors will check in with students

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?
Data Driven intervention groups	Teachers, Coach, Admin, Interventionist	Fall and Spring Semesters	N	Daily, Weekly, Monthly	Tracking sheets will be used during MTSS, SST and PLC meetings, intervention groups will focus on students' specific skills
MTSS and SST will meet	Admin, Coach, Guidance Counselor, Teachers	Fall and Spring Semesters	Y	Weekly	SST agenda, MTSS notes in EdInsight, MTSS decision tree will be followed
Leadership Team mentoring and monitoring	Leadership team, Admin, Coach, Teachers, Guidance Counselor	Fall and Spring Semesters	N	Daily, Weekly, Monthly	MTSS, SST agenda, Leadership Team agendas, Data Tracking sheets,
Provide parent training with writing/math/science/technology nights, and literacy nights	Teachers, Admin, SAM, 50% Interventionist	Fall and Spring Semesters	N	Quaterly	Parent attendance sheets, flyers, school calendar
Utilize Lyman Cluster funds to sponsor a family night focusing on math and science as well as career opportunities provided through Lyman's magnet programs.	Lyman Cluster	November 2021	N	Fall Semester	Parent sign in sheets

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?
Provide enrichment opportunities during intervention blocks and Cub Clubs, Leadership Team Mentoring and monitoring	Admin, Teachers	Fall and Spring Semester	N	Weekly, Quaterly, Semester	Student selection of Cub Clubs, Intervention groups, Data tracking sheets, Leadership Team agendas

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?
Provide Before, After and During school tutorial/enrichment for students identified as High 1, 2 and Low 3s according to FSA results	Coach, Admin, Teachers	Fall and Spring Semesters	N	Semester, Quarterly	Tutorial attendance sheets, Data tracking sheets
Provide tutorial support to pull small groups during the school day	Admin, Coach, Teacher	Fall and Spring Semesters	N	Daily, Weekly, Quarterly	Small group support, Attendance sheets, Data tracking sheets

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?
Ensure Parents have access to Skyward and Google Classrooms	Admin, Guidance Counselor, Front Office Staff, Teachers	Fall and Spring Semesters	N	Daily, Weekly, Monthly	Parent access, Parent attendance sheets from trainings
EdInsight used to monitor and send attendance letters home and support from Social Worker	Admin, Guidance Counselor, Social Worker	Fall and Spring Semesters	N	Daily, Weekly, Monthly	Referrals to Social Worker, Attendance Letters sent home, information updated in EdInsight
School to create Young Men and Women of Excellence program	Admin, Teachers	Fall and Spring Semesters	N	Daily, Weekly, Monthly	Student jobs, Communication logs

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?
Continued focus on campus safety	Familiarize students with all aspects of school safety features (fencing, hard corners, types of drills, SRO and procedures)	PBIS team, Admin, SRO, Teachers	Fall and Spring Semesters	Y	Quarterly	PBIS, procedures, Student surveys
Continued focus on campus safety	Develop a Student Safety Team to get student perspectives and insight	Admin, SRO, PBIS team	Fall Semester	N	Quarterly	Meeting notes

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?
Grade level newsletters, School Messenger and Social Media posts are used to communicate and build relationships with all stakeholders.	Team Leaders, Admin	Ongoing	N	Monthly	School surveys and family participation
Longwood Elementary will work with PTA and SAC to provide opportunities such as Bingo Nights, Movie Nights, Math and Science Nights and other opportunities for families and the community to connect.	PTA, SAC, Staff	Ongoing	N	Throughout the year	Sign-in sheets, pictures, feedback

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?
Increase gifted enrollment and identifying gifted students	Admin, Gifted Resource Teacher, Guidance Counselor	Fall and Spring Semesters	N	Monthly, Quarterly	SST agendas, enrollment, PD agenda
Provide PRIMES to ALL 4th and 5th grade students	Admin, Teachers, Guidance Counselor	Fall Semester	N	Daily, Weekly, Quarterly	Identify and provide PRIMES to ALL 4th and 5th grade students- 80% passing

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?
Provide Robotics, STEM and CS2020 opportunities to students through our MakerSpace rotations and enroll 5th grade students into classes for digital tools certification.	Teachers, Admin	Ongoing	N	Fall and Spring Semesters	Digital Tool Pass rates, specials schedule

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):

ELLs

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

We will monitor by assigning mentors to students with the highest number of incidents. The guidance counselor will go in monthly and provide classroom lessons on bullying. Administration will work with teachers to identify and predict where and when we are vulnerable for behavior situations to arise. A school-wide PBIS system is in place to provide expectations for all students.

Action Plan

1st Finding

ELLs

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 are collected, analyzed and shared with all teachers regarding student achievement of ELLs in general education and natural contexts.	Admin, ESOL Teacher, Teachers	On going	N	Fall and Spring Semester	Student data tracking sheet, IReady Diagnostics, Intervention grouping

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

The school had developed, and regularly monitors progress for, goals related to short and long-term improvement efforts to implement and improve inclusive educational practices, as measure by BPIE	Partially Almost
School has a key person who coordinates and monitors the implementation of inclusive education	Partially Almost
All paraprofessionals receive development on ways to support SWDs in general education	Partially Almost

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

The school had developed, and regularly monitors progress for, goals related to short and long-term improvement efforts to implement and improve inclusive educational practices, as measure by BPIE	Partially Almost
School has a key person who coordinates and monitors the implementation of inclusive education	Partially Almost
All paraprofessionals receive development on ways to support SWDs in general education	Partially Almost

Action Plan

Indicator 1

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

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?
Add information to website, newsletters and parent nights for families of students with disabilities	Admin, Teachers	Fall and Spring Semesters	N	Monthly	Website updated, newsletters and flyers

Indicator 2

School has a key person who coordinates and monitors the implementation of inclusive education

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 team leader and Guidance Secretary will work with the school to look at data and update paperwork, schedule	Admin, Guidance Counselor	Fall and Spring Semester	N	Monthly	Student schedules, class lists, SST agendas, FTE Surveys

Indicator 3

All paraprofessionals receive development on ways to support SWDs in general education

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?
Secure training for paraprofessionals through district resources and support	Admin	Fall and Spring Semesters	Y	Quarterly	PD sign-in sheets

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
High Yield Instructional Strategies and Digital Learning	1	9/22/21, 10/13/21, 11/17/21, 1/12/22, 2/23/22, 3/23/22,4/27/22, 5/11/22	Review and discussion of instructional strategies that are paramount to student success	Grade Levels	35	Coach, Admin, District Reading Support
Differentiated Instruction	1	9/22/21, 10/13/21, 11/17/21, 1/12/22, 2/23/22, 3/23/22,4/27/22, 5/11/22	Organizing students to practice and deepen knowledge	Grade Levels	35	Coach, Admin, District Reading Support
Cluster planning for goals/target/success criteria with Highlands, Winter Springs, Layer and Longwood	1	11/3/21, 2/9/22, 3/30/22	Teachers will plan goals/targets/success criteria and align tasks to the standard	Grade Levels	125	Admin, Instructional Coaches
Active Shooter/Safe School/Heimlich	2	8/19, 10/28, 1/13, 4/28		School wide	60	Admin and SRO
PBIS/Bullying	2	9/2/2021	Bullying Process and Positive Behavior Support	School wide	60	Admin and Staff
Mental Health	2	9/2021	Mental Health training and safety	School wide	60	Admin and SAM

Collaborative Committees	3	9/29/21, 1/19/22, 3/9/22	Future Ready skills and focus on acceleration/intervention	All grade lLevels	35	Team Leaders, Admin, Instructional Coach
School Based PD focusing on differentiated instruction, classroom management and leveled readers	1 and 2	11/17/21, 1/12/22, 2/23/22, 3/23/22, 4/27/22, 5/11/22	Teachers will utilize leveled readers for differentiated instruction to help close the learning gaps and provide intervention. Classroom management will create safe learning environments for students to learn.	All grade levels	35	Admin, Team Leaders, Leadership Team, Coach
MTSS- Data Input and Tiering Students	1	Six Week Cycles	Collaboration with teams to analyze data and provide appropriate intervention or acceleration for students.	PLC, Grade Level	35	Admin, Instructional Coach, Teachers
IReady Support and Analysis	1	Fall Semester	IReady representatives will work with teams to demonstrate using support materials for students.	PLCs, All Grade Levels	35	Admin, IReady Representatives