

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

Evans Elementary

School Improvement Plan 2022-2023

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 supporting the district commitment to excellence and equity. The SIP is a “living document” continually monitored, refined and used by schools to guide their work throughout the year.

School Information

Provide the school's mission statement

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

Provide the school's vision statement

Evans Elementary vision is that all students will acquire the knowledge, skills, and attitudes to be productive citizens and that every student will make a minimum of one year's growth in one year's time.

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating school improvement strategies that impact a positive school culture and environment.

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 School Advisory Committee, which includes parents, teachers, non-instructional personnel, and community members participated in the development of the School Improvement Plan. During a WebEx in August, ideas for student improvement were discussed by the committee and added to the plan. The plan includes strategies that will improve 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.

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 newsletters to families on a regular basis, (8) advertising events on school marquee, (9) and numerous other out-reach strategies developed by school staff.

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 are individuals or groups who have an interest or concern for the school. They include students, parents, school staff, school administrators, district staff, board members, business community, and other community members.

- Students - Personal success throughout school, future opportunity
- Parents - Pride, success, and opportunity for the students they care about
- School Staff - Professional efficacy and job satisfaction
- District Staff - Meeting accountability expectations
- School Board - Fulfilling the district's mission, media coverage, taxpayers getting a good return on their tax investment in schools
- Business Community - Ability to hire graduates with skills needed, community economics
- Other Community Members - Community pride, livability, real estate values

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.

When students are demonstrating social-emotional difficulties, parents and teachers are able to reach out to our Guidance Counselor and/or Administration for support. The Guidance Counselor and Administration are able to provide informal assistance or guidance to parents and teachers through parent conferences. The Guidance Counselor works with individual and small groups of students to provide support. Also, the Guidance Counselor is able to provide community-based options and/or a referral to our School Social Worker. In addition, our Guidance Counselor works with our Families in Need (FIN) Program to provide for the needs of our students/families experiencing homelessness. We also have a Mental Health Counselor employed by our district who can assist our students who are experiencing severe trauma in their lives. We have a food pantry which supplies food once each week to families that have a need. Evans Elementary has a Student Study Team and MTSS Team that meet weekly to discuss students with barriers to academic and social success. Data is used when making decisions on how to close academic and social-emotional gaps by connecting students with the services they need. We provide a differentiated delivery of services based on student needs. This includes core and intervention supports. Mentors are assigned to students identified as having social-emotional concerns. Students can be referred to various counseling agencies who have Cooperative Agreements with our school district. Our Guidance Counselor and school teaches character education lessons and plans activities that address social-emotional needs of students. In addition to our guidance counselor, once a week we have a district Social Worker and District Mental Health Counselor that meets with students based on a referral process.

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

Discipline and behavior data will be monitored and analyzed in school wide weekly in Leadership Meetings and monthly in PBIS Committee Meetings. Repeated behaviors will be identified and analyzed for patterns of location, gender, race, and grade level. Based on findings, next steps will be determined to correct behavior.

Effective Leadership

Leadership Team Members

Name	Title
Stacie Hardy	Principal
Email	Responsibilities
stacie_hardy@scps.k12.fl.us	Sets the vision, implements the School Improvement Plan, cultivates a mindset of focus for the leadership team – prioritizes what is most important and aligns actions accordingly. Provides leadership for setting school targets and presents evidence to district of the plan for school improvement each year. Makes sure goals set in the School Improvement Plan are strategically aligned with district priorities. Understands school data and uses data to set school goals.

Name	Title
Sharon Klein	Assistant Principal
Email	Responsibilities
kleinsl@scps.k12.fl.us	Helps implement the School Improvement Plan, helps make decisions about curriculum, assessment, instruction, and professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Takes responsibility for activating the school improvement plan through school-based professional learning and monitors progress, knows the school goals and selects strategies to achieve them, understands school data and uses data to set school goals, helps monitor progress of the goals in the School Improvement Plan.

Name

Mary Gangwisch

Email

marygangwisch@gmail.com

Title

School Administration Manager

Responsibilities

Helps implement the School Improvement Plan, helps make decisions about professional learning in order to improve student behavior and learning outcomes, helps create a safe and nurturing learning environment for students. Understands school data and uses data to set school goals, helps keep the focus on the targets and works to assure that the structures in place support the instructional program, helps monitor progress of the goals in the School Improvement Plan.

Name

Carollynn Everett

Email

carollynn_everett@scps.k12.fl.us

Title

Reading Coach

Responsibilities

Helps implement the School Improvement Plan, helps make decisions about ELA curriculum, ELA assessment, ELA instruction, and ELA professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals. Helps set school reading goals, design strategies and monitor progress in reading. Helps monitor progress of the goals in the School Improvement Plan.

Name

Francesca Cimino

Email

francesca_cimino@scps.k12.fl.us

Title

Math Coach

Responsibilities

Helps implement the School Improvement Plan, helps make decisions about Math curriculum, Math assessment, Math instruction, and Math professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals. Helps set school reading goals, design strategies and monitor progress in math. Helps monitor progress of the goals in the School Improvement Plan.

Name

Lauren Patterson

Email

patterle@scps.k12.fl.us

Title

Guidance Counselor

Responsibilities

Helps implement the School Improvement Plan, helps make decisions using data on how to close academic and social-emotional gaps by connecting students with the services they need in order to improve student learning outcomes, and helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals with respect to social and emotional needs of students and the training needed by staff. Helps set school goals, design strategies and monitor progress in social-emotional learning. Helps monitor progress of the goals in the School Improvement Plan.

Effective Leadership

Literacy Team Members

Name

Stacie Hardy

Title

Principal

Email

stacie_hardy@scps.k12.fl.us

Responsibilities

Creating and monitoring the comprehensive literacy plan and setting goals for literacy in the school. Leads the team in regularly examining student data, discuss issues related to teaching and implementation, assess the need for staffing and materials, organize professional learning opportunities, promote communication, and monitor and adapt the comprehensive plan as needed.

Name

Sharon Klein

Title

Assistant Principal

Email

kleinsl@scps.k12.fl.us

Responsibilities

Assigned hands-on intermediary roles in directing classroom literacy instruction and measuring its success.

Name

Carollynn Everett

Email

carollynn_everett@scps.k12.fl.us

Title

Reading Coach

Responsibilities

Work with teachers to improve their skills in teaching reading, writing, and comprehension. Deliver professional development that educates teachers in enduring principles and latest advances in literacy education.

Name

Maria Rodriguez

Email

maria_rodriguez@scps.k12.fl.us

Title

ESOL Teacher

Responsibilities

Ensure that colleagues have an understanding of the language learning process and how that affects student academic achievement. Share knowledge about how ELLs learn content while developing academic English.

Name

Mary Jo Antalek

Email

maryjo_antalek@scps.k12.fl.us

Title

ESE Teacher

Responsibilities

Identify specific prescriptive literacy strategies that are a vital ingredient of the schools literacy instruction.

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.

In addition to transition meetings for students that receive specially designed instruction via an IEP or 504 Plan, Evans Elementary shares individual student profiles with each middle school our students transition to. Information includes past assessment scores, behavior concerns if applicable, parent level of support, MTSS history and key personality traits of each student.

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

ePathways Skills for Future Ready Graduates has been implemented in K-12 in Seminole County Public Schools. It is designed to ensure that our graduates are ready for success in college, careers, and citizenship. We provide opportunities for students to take responsibility for their learning, to work collaboratively, to solve real-world problems, and persist and demonstrate resiliency. Through the use of STEM lessons and computer coding, students can increase their ability for innovation, imagination, and digital literacy. The annual "Teach-in" provides an opportunity for local business people to come to talk with the students about their individual fields. This allows students to see a large sampling of the types of careers available in the future, and lends itself to fostering conversations about their future.

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

Career and technical education programs available to our K-5 students through the district CS2020 program. Every K - 5 student participates in Digital Learning classes at our school. Our morning news program, various STEM activities in all our K-5 classrooms, and Robotics are also part of the career and technical education programs available to our students.

Every Student Succeeds Act

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.

School has a subgroup scoring below 42% on the FPPI

No

RAISE

Florida Statute 1008.365, the Reading Achievement Initiative for Scholastic Excellence (RAISE) establishes criteria for identifying schools in need of increasing their focus on literacy support. The criteria includes schools with students in grades Kindergarten through five, where 50% or more of its student in any grade level score below a level 3 on the most recent statewide English Language Arts (ELA) assessment, including students in grades Kindergarten through 3 identified on the coordinated screening and progress monitoring system who are not on track to pass the statewide ELA assessment.

Schools identified as RAISE schools must implement Schoolwide Improvement Plans that include an area of focus to explicitly address strategies for improving reading.

School has been identified by the Florida Department of Education as a RAISE school

No

Excellence and Equity Focus Area 1 - Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.

- A. Lessons aligned to state academic standards with the goal of mastery by the end of the course
- B. Ongoing feedback loops between leadership, teachers, students, and families
- C. Teachers and leaders working in collaborative PLCs addressing the four PLC questions:
 1. What do we want all students to know and be able to do?
 2. How we will know if they learn it?
 3. How will we respond when some students do not learn?
 4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS [Strategic Plan](#): B1.1 and B2.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

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.

Action Plan(s) for:

Lessons aligned to state academic standards with the goal of mastery by the end of the course

Strategy

Students that scored below grade level 2022 assessment (High 1, High 2, Low 30 percent) will be monitored on a weekly basis via i-Ready for 30 minutes a week in Reading and or Math with at least 70% proficiency. Grades and progress reviewed at the end of monthly MTSS meeting.

What evidence will there be to reflect monitoring for this strategy?

Weekly i-Ready proficiency scores and grades.

When will this action take place? (Frequency of action?)

Weekly/ Monthly

Person(s) Responsible

All instructional staff (Administration, Coaches, and Teachers)

Deliverable Due Date

September 2022

Professional Development

N

Strategy/Action Item

Acceleration of "bubble students" (Low level 3s and High 2s) using i-Ready / F.A.S.T. and monthly data chats with teacher.

Students will be monitored on a weekly basis via i-Ready for 30 minutes a week in Reading and or Math with at least 70% proficiency. Grades and progress reviewed at the end of monthly MTSS meeting.

What evidence will there be to reflect monitoring for this strategy?

i-Ready and F.A.S.T. reports and grades.

Deliverable Due Date

September 2022

Person(s) Responsible

Instructional Staff (Administration, Coaches, and Teachers)

Professional Development

N

Strategy/Action Item

Full implementation of the BEST framework and curricular materials created by Department of Teaching and Learning.

What evidence will there be to reflect monitoring for this strategy?

Lesson Plans and walk-throughs.

Deliverable Due Date

August 2022

Person(s) Responsible

Instructional Staff (Administration, Coaches, Teachers)

Professional Development

Y- Best Summer Ever July 2022

Action Plan(s) for:

Ongoing feedback loops between leadership, teachers, students, and families

Strategy/Action Item

Leadership Team will conduct Rigor Walks and classroom walk throughs weekly and then debrief and discuss trends, celebrations and next instructional steps.

What evidence will there be to reflect monitoring for this strategy?

-Data in Trend Tracker
-Leadership Meeting minutes.

When will this action take place? (Frequency of action?)

Weekly (Thursdays)

Person(s) Responsible

Leadership Team

Deliverable Due Date

September 2022

PD (Y/N)

N

Strategy/Action Item

Instructional Coaches/ Administration will be a part of PLC's. Coaches/Admin will attend PLC's every Tuesday and other PLCs when possible.

What evidence will there be to reflect monitoring for this strategy?

PLC Notes

When will this action take place? (Frequency of action?)

Multiple days a week.

Person(s) Responsible

Teachers, Administration, and Coaches

Deliverable Due Date

August 2022

PD (Y/N)

N

Strategy/Action Item

All teachers will observe the grade level below or above them when possible each quarter during their identified PLC time.

What evidence will there be to reflect monitoring for this strategy?

Schedule

When will this action take place? (Frequency of action?)

Quarterly

Person(s) Responsible

Teachers and Coaches

Deliverable Due Date

September 2022

PD (Y/N)

N

Strategy/Action Item

Parent conferences will happen for each student within the first 90 days of school. Student led conferences will take place for every student in December 2022.

What evidence will there be to reflect monitoring for this strategy?

Conference Notes

When will this action take place? (Frequency of action?)

A minimum of once.

Person(s) Responsible

Teachers and students

Deliverable Due Date

First 90 days of school and December 2023

PD (Y/N)

N

Action Plan(s) for:

Teachers and leaders working in collaborative Professional Learning Communities

Strategy/Action Item

At Evans Elementary the BEST Standards will be taught by following the framework. In PLC teachers will focus on PLC questions 3 and 4 in addition to using student work as evidence to determine student proficiency.

What evidence will there be to reflect monitoring for this strategy?

PLC notes

When will this action take place? (Frequency of action?)

Weekly

Person(s) Responsible

Instructional Staff

Deliverable Due Date

August 2022

PD (Y/N)

N- Staff attended year long PD on Effective PLC's 2021-2022 school year

Professional Development Plan for:
Excellence and Equity Focus Area 1 - Quality Instruction

PD Activity

BEST Summer Ever

How Will PD Activity Improve Instruction and Use of Assessment Data?

Teachers will spend each morning diving into and understanding the new BEST standards while planning using the provided SCPS Framework in the afternoon in PLC groups.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

K-5 teachers

Position(s) Responsible

Administration/Coaches/Teachers

Date or Schedule

July 2022

Excellence and Equity Focus Area 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. Focus on campus safety
- B. Development of a culture where student voice and belonging is valued
- C. Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.1.1, D.1, D.2 and D.3

Action Plan(s) for:
Focusing on campus safety

Strategy/Action Item

Monthly meetings/ Safe Team Trainings will occur throughout the school year discussing various scenarios that could occur on a school campus.

What evidence will there be to reflect monitoring for this strategy?

Sign in Sheets and Agenda

When will this action take place? (Frequency of action?)

Monthly

Person(s) Responsible

School Resource Officer

Deliverable Due Date

August 2022

PD (Y/N)

Y

Strategy/Action Item

Quarterly Safety Trainings for School Staff on various Safety Topics and results from Safety Surveys (Stop the bleed, etc)

What evidence will there be to reflect monitoring for this strategy?

Sign-in sheet and Agenda

When will this action take place? (Frequency of action?)

Each quarter

Person(s) Responsible

School Resource Officer

Deliverable Due Date

October 2022, December 2022, March 2023, and May 2023

PD (Y/N)

Y

Action Plan(s) for:

Developing a culture where student voice and belonging is valued

Strategy/Action Item

Develop student-centered classrooms where Conditions of Learning are considered for the various students in each class. Each classroom will have a designated reflection space. Teacher will model and explain appropriate use of reflection area. Evans Elementary will also participate in the SCPS Behavior Cohort.

What evidence will there be to reflect monitoring for this strategy?

- A reduction in pre-referrals compared to 2021-2022 school year.
- Observation of strategies being used during walk-throughs.

When will this action take place? (Frequency of action?)

Daily

Person(s) Responsible

Teachers

Deliverable Due Date

August 2022

PD (Y/N)

Y- Took Place May 2022 and August 9, 2022, and will continue throughout the year.

Strategy/Action Item

Class meetings will occur in classrooms on a daily/weekly basis in the beginning of the year and then move to as needed.

What evidence will there be to reflect monitoring for this strategy?

- A reduction in pre-referrals compared to 2021-2022 school year.
- Observation of strategies being used during walk-throughs.

When will this action take place? (Frequency of action?)

Daily/Weekly/As Needed

Person(s) Responsible

Teachers

Deliverable Due Date

August 2022

PD (Y/N)

Y-Took place May 2022 and expectations will be revisited during beginning of the year grade level meetings.

Strategy/Action Item

Monthly Sunsational lunches where the administration meets with selected students K-5 to do a temperature check on how students feel about school safety, belonging, and school procedures.

What evidence will there be to reflect monitoring for this strategy?

Student verbal responses to the following questions:

Do you feel safe at school? (In your classroom, bathroom, lunchroom, recess, special area classes, and hallways.)

What do you like about Evans Elementary?

Is there anything else you wish we would do differently?

When will this action take place? (Frequency of action?)

Monthly

Person(s) Responsible

Administration

Deliverable Due Date

September 2022

PD (Y/N)

N

Strategy/Action Item

Academic Teaming among students utilizing Kagan Strategies, Mathematical Thinking and Reasoning Standards 1.1(Actively participate in effortful learning both individually and collectively.) and 4.1 (Engage in discussions that reflect on the mathematical thinking of self and others.), and ELA Expectation EE 4.1 (Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.)

What evidence will there be to reflect monitoring for this strategy?

- A reduction in pre-referrals compared to 2021-2022 school year.
- Observation of strategies being used during walk-throughs.

When will this action take place? (Frequency of action?)

Daily

Person(s) Responsible

Instructional Staff (Teachers, Coaches, Administration)

Deliverable Due Date

August 2022

PD (Y/N)

Y- BEST Summer Ever July 2022 and Kagan Training August 8, 2022

Action Plan(s) for:

Sharing collective responsibility for the success of all students in the school

Strategy/Action Item

Monitoring the attendance of all students. Monitoring will include late arrival and early pick-ups if a trend develops with a particular student.

What evidence will there be to reflect monitoring for this strategy?

Monthly attendance reports and reduction in students considered as truant compared to the 2021-2022 school year.

When will this action take place? (Frequency of action?)

Daily

Person(s) Responsible

SAM, Front Office Secretary and School Social Worker

Deliverable Due Date

August 2022

PD (Y/N)

N

Strategy/Action Item

All instructional staff will participate in vertical teaming with respect to planning content areas.

What evidence will there be to reflect monitoring for this strategy?

Wednesday afternoon schedule

When will this action take place? (Frequency of action?)

Quarterly

Person(s) Responsible

All instructional staff (Teachers, Coaches, Administration)

Deliverable Due Date

September 2022

PD (Y/N)

N

Professional Development Plan for:
Excellence and Equity Focus Area 2 - Conditions for Learning

PD Activity

Conditions for Learning

How Will PD Activity Improve Instruction and Use of Assessment Data?

This PD was attended by all staff last May in preparation for this school year based on staff survey results and discipline data. The part 2 to this PD will take place during Pre Plan.

Teachers will become more cognizant of students backgrounds and needs that need to be met before and during instruction increasing student participation, engagement and a drop in pre-referrals.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

Teachers and Paraprofessionals

Position(s) Responsible

Leadership Team

Date or Schedule

May 2022 and Preplan 2022

PD Activity

Kagan Cooperative Learning- Part 3

How Will PD Activity Improve Instruction and Use of Assessment Data?

This PD activity will give teachers the strategies to engage all students in cooperative learning and accountable academic teaming and talk.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

Instructional Staff

Position(s) Responsible

Instructional Staff

Date or Schedule

August 8th 2022

Excellence and Equity Focus Area 3 – Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for success in the 21st century by offering rigorous learning environments.

- A. Develop and implement age-appropriate opportunities for the application of the *Skills for Future Ready Graduates*, particularly through engagement in computer science, career enrichment, and physics.
- B. Provide advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.2.7, System Initiative C and D.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

Action Plan(s) for:

Developing and implementing age-appropriate opportunities for the application of the *Skills for Future Ready Graduates* particularly through engagement in computer science, career enrichment, and physics.

Strategy/Action Item

All students grades K-5 will participate in computer science activities that are embedded in classroom instruction and Digital Learning on the special area rotation throughout the school year.

What evidence will there be to reflect monitoring for this strategy?

Lesson plans and classroom walk throughs.

When will this action take place? (Frequency of action?)

Ongoing throughout 2022-2023 school year.

Person(s) Responsible

K-5 Teachers

Deliverable Due Date

September 2022

PD (Y/N)

N

Strategy/Action Item

All K-5 students at Evans Elementary will attend Digital Learning on their special area rotation throughout the school year.

What evidence will there be to reflect monitoring for this strategy?

Special area schedule and an increase in the number of 5th grade students earning the digital tool certificate.

When will this action take place? (Frequency of action?)

On a rotational basis. Every two days students attend a different special area class.

Person(s) Responsible

Digital Learning Teacher

Deliverable Due Date

August 2022

PD (Y/N)

N

Strategy/Action Item

All fourth and fifth grade students will participate in the Physics Bus activities when the bus is at Evans Elementary.

What evidence will there be to reflect monitoring for this strategy?

Schedule, pictures of students participating in activities.

When will this action take place? (Frequency of action?)

One time visit.

Person(s) Responsible

Fourth and Fifth Grade Math and Science Teachers

Deliverable Due Date

October 2022

PD (Y/N)

N

Action Plan(s) for:

Providing advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Strategy/Action Item

Third and fourth grade high performing math students are invited to enroll in our fourth and fifth grade accelerated Math program called RAMP.

What evidence will there be to reflect monitoring for this strategy?

Student enrollment.

When will this action take place? (Frequency of action?)

Spring/Summer 2022

Person(s) Responsible

Administration and third and fourth grade math teachers.

Deliverable Due Date

August 2022

PD (Y/N)

Y- Math Nation PD at Best Summer Ever for 5th grade RAMP teachers

Professional Development Plan for:
Excellence and Equity Focus Area 3 - Skills for Future Ready Graduates

PD Activity 1

BEST Summer Ever

How Will PD Activity Improve Instruction and Use of Assessment Data?

Teachers, Instructional Coaches and Administration will take a deep dive into the new BEST Standards. Teachers will take time with support from coaches and administrators to understand the framework and how it will guide instruction and in detail show and explain what needs to be taught.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

Teacher, Instructional Coaches, and Administration

Position(s) Responsible

Teacher, Instructional Coaches, and Administration

Date or Schedule

July 2022

PD Activity 1

PD Activity #2

Conditions for Learning Part 2

How Will PD Activity Improve Instruction and Use of Assessment Data?

Teachers will be given background on how to determine students various emotional needs that are not met and result or are communicated through inappropriate or negative behavior.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All Instructional Staff

Position(s) Responsible

All Instructional Staff

Date or Schedule

August 9, 2022 and September 14, 2022

PD Activity 1

PD Activity #3- Kagan Training

How Will PD Activity Improve Instruction and Use of Assessment Data?

This PD activity will give teachers the strategies to engage all students in cooperative learning and accountable academic teaming and talk. This is the staff's 3rd full day of Kagan Training over the span of 2 years.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All Instructional Staff

Date or Schedule

August 8, 2022

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 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

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans. Partially Beginning

There is a school-wide approach for planning and implementing UDL across all instructional and non-instructional school contexts. Not Yet

Action Plan(s)

Indicator 1

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

Administration will review and share the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders.

When will this action take place?

Once each year

What evidence will there be to reflect monitoring for this strategy?

Meeting notes and schedule

Person(s) Responsible

Administration, Leadership Team

Deliverable Due Date

October 2021

Professional Development

Y

Strategy

School leadership team will analyze data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.

When will this action take place?

Quarterly

What evidence will there be to reflect monitoring for this strategy?

Meeting notes; Data reports

Person(s) Responsible

Leadership Team

Deliverable Due Date

On-going

Professional Development

N

Strategy

All stakeholder groups will be represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school.

When will this action take place?

Quarterly

What evidence will there be to reflect monitoring for this strategy?

Data reports

Person(s) Responsible

Administration, Teachers, Leadership Team

Deliverable Due Date

On-going

Professional Development

N

Action Plan(s)

Indicator 2

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

Strategy

Collaborative planning time is in the master schedule for all general education teachers. However, we are working towards having collaborative planning time for special education teachers. Quarterly PD days will be scheduled this school year for special education teachers to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions.

When will this action take place?

Quarterly

What evidence will there be to reflect monitoring for this strategy?

Collaborative planning agendas and notes

Person(s) Responsible

Administration

Deliverable Due Date

October 2022

Professional Development

N

Strategy

There will be a schedule and record of PLCs related to the review of ESE student work and data.

When will this action take place?

Bi-weekly

What evidence will there be to reflect monitoring for this strategy?

PLC meeting agendas and notes

Person(s) Responsible

Administration

Deliverable Due Date

September 2022

Professional Development

N

Action Plan(s)

Indicator 3

There is a school-wide approach for planning and implementing UDL across all instructional and non-instructional school contexts.

Strategy

Our special education teachers will differentiate instruction to allow multiple means of representation, expression, and engagement.

When will this action take place?

Daily

What evidence will there be to reflect monitoring for this strategy?

Classroom observation

Person(s) Responsible

Administration, Teachers

Deliverable Due Date

August 2022

Professional Development

N

Strategy

Teachers will involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.

When will this action take place?

Daily

What evidence will there be to reflect monitoring for this strategy?

Classroom observation

Person(s) Responsible

Administration, Teachers

Deliverable Due Date

May 2022

Professional Development

N