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

Layer 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 Layer Elementary School is To Build a Community of Confident Problem Solvers and Productive Citizens of Tomorrow.

Provide the school's vision statement

One Year's Growth in One Year's Time: Accelerate Beyond Proficiency to Mastery

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.

Layer Elementary included the data collected from the 5 Essentials Survey completed in the Spring to focus on all areas that were deemed in need of improvement.

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

Our school works to build positive relationships with families and the community. We encourage open communication with families and provide opportunities for students to showcase their competencies during open School events. Some of these events include STEAM Team Night, family picnic, Reading Restaurant, field day, etc. The teachers hold parent teacher conferences within the first 30 days of school to go over the child's Beginning of the Year Data and answer any questions. Teachers provide a variety of scheduling options to meet the needs of the families. Layer is active on social media and uses multiple platforms to highlight the strengths of our school, and school events.

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)

Our school provides counseling, mentoring, and social groups to ensure the social-emotional needs of all students are being met. We have support staff who are always available to meet with students and offer guidance. Social Emotional Learning Strategies are implemented in teachers' classrooms consistently and ongoing Professional Development is provided. Layer has a sensory path in a hallway for students to self- regulate and strengthen positive behavior environments. Layer uses a PBIS system to support the social-emotional needs of its students. Kagan strategies are used to help students develop stronger social skills in the classroom.

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.

Community stakeholders help provide a positive culture within the school setting by making donations to organizations like PTA. These donations help PTA raise money for school projects and other needs. State College and Universities also promote a positive culture by providing quality interns who help develop a passion for teaching.

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

Our school provides counseling, mentoring, and social groups to ensure the social-emotional needs of all students are being met. We have support staff who are always available to meet with students and offer guidance. Social Emotional Learning Strategies are implemented in teachers' classrooms consistently and ongoing Professional Development is provided. Layer has a sensory path in a hallway for students to self- regulate and strengthen positive behavior environments. Layer uses a PBIS system to support the social-emotional needs of its students. Kagan strategies are used to help students develop stronger social skills in the classroom..

List the members of the leadership team.

Name	Title	Email	Responsibilities
Cheryl Nicholas	Principal	cheryl_nicholas@scps.k12.fl.us	Instructional Leader,Student Study Administrator, SAC and PTA Administrative Member, Implement and Monitor SIP
Artranise Sawyer	Assistant Principal	sawyeraz@scps.k12.fl.us	Instructional Leader, MTSS Administrative Facilitator, Test Coordinator, Professional Development Coordinator, Business Partner/Dividend Coordinator, Implement and Monitor SIP, Facilitates Math and Science PLCs, Covid Safety Manager, Math and Science Coach
Rebecca Holcomb	Reading Coach	rebecca_holcomb@scps.k12.fl.us	Reading Coach, Monitors Reading data, Facilitates Reading and Writing PLCs, iReadyChampion, Facilitator of PD, MTSS member, Reading Intervention Facilitator
Neva Akins	Guidance Counselor	neva_akins@scps.k12.fl.us	Guidance, MTSS member, Social/Emotional Coordinator, Student Study Coordinator, Attendance/Truancy, Family and Community Liaison, FIN Coordinator
Kristi Borrazo	Media/ETF	kristi_borrazo@scps.k12.fl.us	Educational Technology Facilitator, PBS Facilitator, Media Specialist, STEAM Team Coordinator

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Cheryl Nicholas	Principal	cheryl_nicholas@scps.k12.fl.us	Monitor Data Literacy Success
Artranise Sawyer	Assistant Principal	sawyeraz@scps.k12.fl.us	Monitor Data Literacy Success
Rebecca Holcomb	Reading Coach	rebecca_holcomb@scps.k12.fl.us	Coaching, Planning and Reading interventionist
Melissa Botens	ESOL Teacher	melissa_botens@scps.k12.fl.us	Reading Interventionist
Jennifer Bordner	ESE/SLD Teacher	jablonjz@scps.k12.fl.us	Support Facilitator, Reading Interventionist

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.

Layer invites many guest speakers to participate in Teach-In each year. Our school has multiple clubs and opportunities for students to become involved in their interests. Some examples of this includes: Television News Crew, Fine Art Clubs, Community Safety and Personal Wellness. These types of events allow students to see large samplings of the types of careers available currently and to foster conversations about jobs that might exist in the future. Layer also participates in CS2020, which encourages students to explore careers and college opportunities in these fields of study.

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

Each grade level participates in Coding and 4th and 5th grade primes classes, and digitally enhanced blended learning.

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	**5 Essentials**		
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95	Indicators	Strategic Plan	Target
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95	5E_SM_Classroom Rigor	B.1.1	70
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95	5E Ambitious Instruction	B.1.1	70
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95	5E Collaborative Teachers	B.1.1	70
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			

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 tracking sheets for iReady to include lessons passed and goal setting before and after diagnostics. Student Data Conferences with teachers	Teachers, Instructional Coaches, Admin	Ongoing	Y	Throughout the School Year	iReady Diagnostics/ FSA Reports/ Admin verification by initialing the notebook.
Student/Teacher conferences to discuss goals and to review progress on iReady, District and Grade-Level Assessments;Student Centered – Marzano Learning Strategies- Daily	Teachers, Instructional Coaches, Admin	Ongoing	Y	Throughout the School Year	iReady Diagnostics/ FSA Reports/Student Data Notebooks
Administration conducts mini conferences with students during walkthroughs and monitor student data notebooks	Teachers, Instructional Coaches, Admin	Ongoing	N	Throughout the School Year	Conference Forms/ student Reflection and Goal Sheets/ iReady Diagnostic Results

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?
1. Use multiple data sources to differentiate instruction in the classroom and guide interventions on a frequent and fluid basis. (MTSS weekly- monitor Early Warning Signs/ iReady usage Reports and pass rates (weekly); DRA Fall, Winter, Spring; Admin. One-on-one data meetings with students & Teachers (ongoing); iReady Diagnostic 1-3; Grade Level Data Meetings with Teachers)	Teachers, Instructional Coaches, Admin	Ongoing	Y	Diagnostic Info.: Sept. 2021, Dec. 2021, May 2022	Diagnostic results and growth monitoring, data notebooks (students/teachers)
2. Tutorial funds will be used to hire tutorial personnel to work with 3rd-5th grade students on focused reading and math skills/concepts during and/or after the school day.	Teachers, Instructional Coaches, Admin	June 2022	N	Diagnostic Info.: Sept. 2021, Dec. 2021, May 2022	Diagnostic results and growth monitoring, data notebooks (students/teachers)
3. Academic Mentors	Teachers, Instructional Coaches, Admin	May 2022	N	Throughout the school Year	Diagnostic results and growth monitoring, data notebooks (students/teachers)

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?
1. Admin and coaches support and facilitate their grade level weekly professional learning community in student achievement, goal development, data analysis, intervention block planning and grouping, common assessment planning, and identification of students in need of tier two or three MTSS support.	Teachers, Instructional Coaches, Admin	Ongoing	Y	Diagnostic Info.: Oct. 2021, Dec. 2021, May. 2022	Diagnostic results and growth monitoring, data notebooks (students/teachers
2. Academic Mentors	Teachers, Instructional Coaches, Admin	Ongoing	N	Diagnostic Info.: Oct. 2021, Dec. 2021, May. 2022	Diagnostic results and growth monitoring, data notebooks (students/teachers Weekly Info: Intervention data, classwork, teacher observations, formative assessments

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?
1. Admin and coaches support and facilitate their grade level weekly professional learning community in student achievement, goal development, data analysis, intervention block planning and grouping, common assessment planning, and identification of students in need of tier two or three MTSS support.	Teachers, Instructional Coaches, Admin	Ongoing	Y	Diagnostic Info.: Sept. 2021, Dec. 2021, May 2022 Weekly Info: MTSS data, Intervention data, classwork, teacher observations, formative assessments; 3rd grade ELA: Begin portfolio mid-year	Diagnostic results and growth monitoring, data notebooks (students/teachers Weekly Info: Intervention data, classwork, teacher observations, formative assessments
2. Academic Mentors	Teachers, Instructional Coaches, Admin	Throughout the School Year	N	Diagnostic Info.: Sept. 2021, Dec. 2021, May 2022 Weekly Info: MTSS data, Intervention data, classwork, teacher observations, formative assessments; 3rd grade ELA: Begin portfolio mid-year	Diagnostic results and growth monitoring, data notebooks (students/teachers Weekly Info: Intervention data, classwork, teacher observations, formative assessments

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?
1. ESSER funds will be used to hire tutorial personnel to work with K-5th grade students on focused Reading/Writing and Math interventions during and/or after the school day. 2. Tutorial funds will be used to provide additional support to grades 3-5th grade students on focused Reading/Writing and Math interventions during and/or after the school day	Admin, ESSER/Tutorial Teachers and Support Staff	May/June 2022	Y	October 2021-May 2022 Afterschool on Tuesdays and Thursdays Summer Acceleration Camp	iReady Diagnostics, DRA, Write Score/FPMA, bi-weekly Formatives

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?
SWD- Sub Group	Monitoring – monthly 1. Admin and coaches support and facilitate their grade level weekly professional learning community in student achievement, goal development, data analysis, intervention block planning and grouping, common assessment planning, and identification of students in need of extra support. 2. Students will receive at least 45 minutes of reading and/or math intervention daily based on need. 3. The Push-in model, with a support facilitator and an ESE Paraprofessional, will be implemented to provide students with small-group instruction and support during the core instructional block. Individualized interventions will be provided for all SWD Students based on their IEP goals. 4. The Curriculum Project will also be used to provide strategic interventions to students during Reading/ Math Intervention.	Paraprofessionals, Teachers,Su pport Facilitator, Reading Interventionist, Instructional Coaches, Admin	Ongoing	Y	Weekly	Diagnostic Info.: Oct. 2021, Dec. 2021, May. 2022 Weekly Info.: MTSS data, Intervention data, classwork, teacher observations, formative assessments ; 3rd grade ELA: Begin portfolio mid-year

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?
Weekly review of EdInisght trends. MTSS meetings with parents (when applicable). Discussion with teachers about communication	Admin, school counselor, teachers, social worker	Weekly, and as needed	N	Quarterly	Letters, reduced non-attendance

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?
Safety Survey – Area for improvement	1. Increase number of student teacher relationships	Administration, Teachers	Weekly, and as needed	Y	Daily	Observation/Snapshots/5 Essentials Survey/SAC & PTA Meetings
Positive Behavior Support:	2. Student connections between adults other than their teachers. Positive Behavior Intervention Supports: • Frequent meeting in teams about PBIS procedures, concerns, and discipline data. Review with team leaders' observations of both positive and concerning areas. • Sensory path to allow kids to develop self-regulation strategies. • Self-compassion and SEL Strategies to teach proactive techniques to manage students' well-being. Increases positive relationships among peers.	PBIS team, Admin, teachers	Weekly, and as needed	Y	Daily	Reduced discipline in class and reduced office referrals Observation/Snapshots/5 Essentials Survey/SAC & PTA Meetings

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?
1. CIT Committee	Administration, Teachers	May 2022	N	as needed	5 Essentials/ Snapshot Survey
SAC & PTA Meetings- working closely with PTA to organize and hold Family events; Keeping parents informed of School activities and student success through our use of Social, Media, School-Wide blast, Monthly/Weekly Newsletters and SAC Meetings.	Administration, Teachers, SAC and PTA members	May 2022	N	Monthly Meetings	5 Essentials/ Snapshot Survey

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?
Gifted teacher and classroom teachers constantly monitor and discuss how to enrich students during morning intervention/enrichment block.	Admin, instructional coaches, teachers	May 2022	Y	Progress reports, report cards, weekly data review	Final Grades
Monitor grades and performance on assessments.	Admin, instructional coaches, teachers	May 2022	Y	Progress reports, report cards, weekly data review	Increased identification and support for AO students.

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?
Multiple attempts to master digital skills	Admin/Teachers/ETF	May 2022	Yes	3x	ICTM Results
Additional Instructional Support through Media Classes	ETF	May 2022	Y	Throughout the Year	ICTM Results

Every Student Succeeds Act Instructional Priorities

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

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

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

School has a subgroup scoring below 42% on the FPPI

Yes

 Finding(s):

 Students with disabilities

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

 Classroom Walkthroughs, consistent documentation of repeat offenders, MTSS Behavior Tracking, EdInsight.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ESSER/Tutorial funds will be used to hire tutorial personnel to work with K-5th grade students on focused Reading/Writing and Math interventions during and/or after the school day.	Admin, ESSER/Tutorial Teachers and Support Staff	May/June 2022	Y	October 2021-May 2022 Afterschool on Tuesdays and Thursdays Summer Math Acceleration Camp	iReady Diagnostics, DRA, Write Score/FPMA, bi-weekly Formatives
Support Facilitation	SLD Teachers, Admin, SST Team	May 2022	N	Throughout the Year	IEP Progress Reports, Report Cards,Diagnostic results and growth monitoring, data notebooks (students/teachers Weekly Info: Intervention data, classwork, teacher observations, formative assessments
Reading/ Math Interventions	Teachers, Instructional Coaches, Admin	Ongoing	Y	Diagnostic Info.: Sept. 2021, Dec. 2021, May 2022 Weekly Info: MTSS data, Intervention data, classwork, teacher observations, formative assessments;	iReady Diagnostics, DRA, Write Score/FPMA, bi-weekly Formatives

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 leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and highincidence disabilities, across all grades, in general education and natural contexts.	Fully
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.	Fully
School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	Fully

Action Plan

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and highincidence disabilities, across all grades, in general education and natural contexts.

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?
• School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts.	Admin, Instructional Coaches, Student Services Team, Teachers	Weekly as needed	Y	Diagnostic Info.: Oct. 2021, Dec. 2021, May. 2022	Diagnostic results and growth monitors, data notebooks (students/teachers)

Indicator 2

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

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
• The school has developed a plan indicating goals related to inclusive practices. • The leadership team reviews and shares the language and intent of s. 1003.57(1)(f), F.S., with all staff and stakeholders. • Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. • The school leadership team analyzes SWD data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. • All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. • The school provides access to goals related to short and long-term improvement efforts on the school website and on request in the front office. • The school handbook or website includes information on the school's process of shared decision making. • Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).	Admin, Instructional Coaches,Support Facilitators, Student Services Team, Teachers	May 2022	N	Weekly/Quarterly Meetings	MTSS/Student Student Meetings

Indicator 3

School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

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?
Principal meets with student study team, calls county departments to gain additional services for specific students, principal monitors ongoing progress of SWDs, Out-of-Zone ESE students are placed at our school due to the flexibility of our setting and teachers	Admin, Student Services Team	Weekly as needed	N	Weekly	IEPs, Weekly Info.: Intervention data, classwork, teacher observations, formative assessments

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
Writing/ELA Instructional Team Planning Data analysis/ Backwards Planning	#1	PLCs Weekly	Writing/ELA Achievement	Instructional	30	Admin, Coaches
Math & Science Instructional Team Planning Data analysis/ Backwards Planning	#1	PLCs Weekly	Math/Science Achievement	Instructional	30	Admin, Coaches
B.E.S.T Standards	#1	Ongoing	ELA /Math Achievement	Instructional	30	Admin, Coaches
MTSS Updates & Strategies	#1,2,3	Once a Semester	ELA/Math Achievement	Instructional	30	Admin, Coaches
District Required Extended PD Quality Instruction (Winter Springs Cluster) Instructional Model, Collaborative Practices	#1, 2, 3	November 2021 February/ March 2022	Quality Instruction/Instructional Model, Collaborative Practices	Winter Spring Cluster School-wide	70	Admin, Coaches
Health and Safety	#2	1X/ Quarter	Safety	School-wide	70	Admin, School Resource Officer/Deputy
Discipline PD: Building positive relationships	#2	Once every quarter	Conditions for Learning/Safety	School-Wide	70	Admin/MTSS Team/PBIS Team
District required extended PD conditions for learning/youth mental health awareness/social-emotional	#1,23	Once every Semester	Conditions for Learning/social-emotional Development	School-wide	70	Admin, coaches

CS2020/Multimedia Teacher/Proctor Training	#3	1x/Quarter	Increased student Achievement on Digital Tools Assessment	5th Grade Teachers & Support Staff	20	Admin/Teachers
Writing/ELA Instructional Team Planning Data analysis/ Backwards Planning	#1	Weekly	Writing/ELA	Instructional	30	Admin, Coaches
Math & Science Instructional Team Planning Data analysis/ Backwards Planning	#1	Weekly	Math & Science	Instructional	30	Admin/Coaches
Intervention Grouping & Planning	#1	Once a Quarter	Strategic and Quality Instruction to Increase Student Achievement	Instructional	70	Admin, Coaches, Teachers, Support Staff
ESE Updates	#1	Once a Semester	Quality Instruction/Instructional Model, Collaborative Practices	Instructional	40	Admin/SST/Teachers
District required extended PD SCPS skills for future ready graduates	#1, 2, 3	March 2022 March 2022	Skills for future-ready graduates model/quality instruction/social-emotional development.	School-wide	70	Admin,Coaches
iReady Teacher Training	#1,2,3	1X/year-Janurary 2022	Math and ELA Achievement	Instructional	30	Admin, Coaches, iReady Consultant
MTSS Updates and Strategies	#1,2,3	Once a Semester	Behavior & Attendance Tracking	Instructional	60	Admin, Coaches