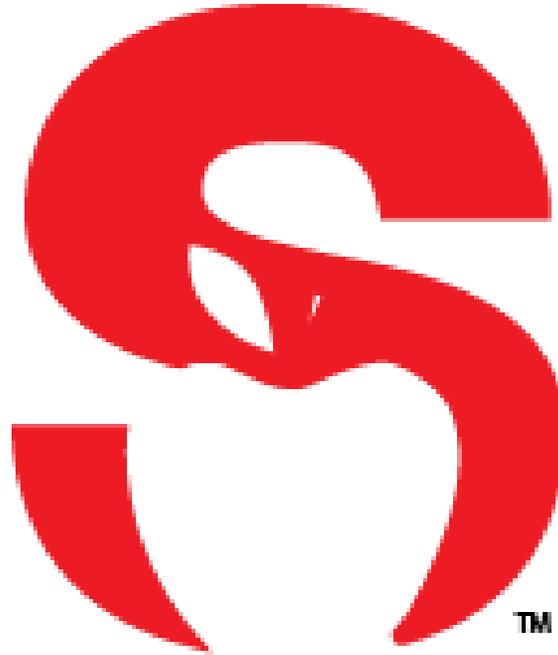


Seminole County Public Schools

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

Lawton 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 Lawton Elementary School is to provide a caring, committed and connected school with exciting and meaningful learning experiences for everyone. Lawton 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. Starting in August, we have several community events throughout the year including a Back to School Ice Cream Social, book fairs, parent curriculum nights, school performances, and other PTA events. Grade levels also create a "get to know me" student projects and presentations, which highlights the individual student, their family, and their cultural background. Lawton is offering Spanish on the specials rotation for all students. Other events, such as Teach In, ESOL, Young Authors, and PTA Events also gives our students the opportunity to share their culture with peers.

Provide the school's vision statement

While being Caring, Committed and Connected, Lawton Elementary School will be a premier elementary school in the Oviedo Cluster and a top 10 school in SCPS. Lawton will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365 (Blended Learning pilots, Accelerated Reading, Cub Clubs focusing on STEAM activities, and IReady) *Lawton 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.

The school involved PTA and SAC members in the creation of the SIP through virtual meetings where feedback was taken on many subjects pertaining to community involvement and students safety. SAC committee members have been consulted on goals for the upcoming year, and student progress monitoring data will be shared throughout the year.

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.

Lawton Elementary has established strong community relationships through various community events, school events, and business partnerships. Ex. PTA, SAC, Boy Scouts, and Home Owner Associations use our facility weekly. PTA events, Teach-In, and other activities help build symbiotic partnerships where Lawton can acquire funds, supplies/resources, and volunteer support. Many of the resources are used for celebrating student success with growth and proficiency levels on progress monitors. In addition, teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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 Positive Behavior Support team (PBS) is comprised of teachers and staff members from each grade level and academic team on campus. The PBS team also communicates with the MTSS team to discuss strategies and tools that provide a foundation for behavior. Our parent community is involved with our PBS team through surveys on what is working and what needs to be improved. Parent comments are discussed and placed into action when appropriate. All students are held at high expectations and strive to receive Mini PAWS from teachers and staff members. Our PAWS expectations stand for Pride in self and others, Active listeners and learners, Willing to take responsibility, and Safe choices. Whether praising a positive behavior or reshaping behavior, all behaviors are attached to the PAWS expectations. All of our Lawton community know and use the PAWS expectations to guide behavior.

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.

Our Positive Behavior Support team (PBS) is comprised of teachers and staff members from each grade level and academic team on campus. The PBS team also communicates with the MTSS team to discuss strategies and tools that provide a foundation for behavior. Our parent community is involved with our PBS team through surveys on what is working and what needs to be improved. Parent comments are discussed and placed into action when appropriate. All students are held at high expectations and strive to receive Mini PAWS from teachers and staff members. Our PAWS expectations stand for Pride in self and others, Active listeners and learners, Willing to take responsibility, and Safe choices. Whether praising a positive behavior or reshaping behavior, all behaviors are attached to the PAWS expectations. All of our Lawton community know and use the PAWS expectations to guide behavior.

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.

Lawton 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 Lawton Angels for the holiday seasons. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Leslie Durias	principal	leslie_durias@scps.k12.fl.us	The Principal is a member of the managerial staff of the district to who is delegated the administrative responsibility and instructional leadership for planning, management, operation and evaluation of the educational program of the school.
Lysaa Marquez	Assistant principal	lysaa_marquez@scps.k12.fl.us	The Assistant Principal supports the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Tish Haynes	Reading Coach	tish_haynes@scps.k12.fl.us	To generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Alicia Norris	Math Coach	alicia_norris@scps.k12.fl.us	To generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to math; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Erin Wagganer

School Administration
Manager

erin_wagganer@scps.k12.fl.us

Responsible for assigned administrative duties not directly related to instruction to include, but not limited to, managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, and supervision of assigned educational support personnel.

Camesha DeCastro

guidance

comesha_decastro@scps.k12.fl.us

To support the social and emotional needs of our students, as well as support and organize student study

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Leslie Durias	Principal	leslie_durias@scps.k12.fl.us	The literacy leadership team disaggregates data related to reading trends within our school. We are a problem solving committee that discusses best practices in curriculum and instruction, as well as teaching strategies to improve the overall success of all learners.
Lyssa Marquez	Assistant Principal	lyssa_Marquez@scps.k12.fl.us	The literacy leadership team disaggregates data related to reading trends within our school. We are a problem solving committee that discusses best practices in curriculum and instruction, as well as teaching strategies to improve the overall success of all learners.
Tish Haynes	Reading Coach	tish_haynes@scps.k12.fl.us	The literacy leadership team disaggregates data related to reading trends within our school. We are a problem solving committee that discusses best practices in curriculum and instruction, as well as teaching strategies to improve the overall success of all learners.
Christen Fiermonti	Primary Leader	fiermocl@scps.k12.fl.us	The literacy leadership team disaggregates data related to reading trends within our school. We are a problem solving committee that discusses best practices in curriculum and instruction, as well as teaching strategies to improve the overall success of all learners.
Megan Boyd	Intermediate Leader	megan_boyd@scps.k12.fl.us	The literacy leadership team disaggregates data related to reading trends within our school. We are a problem solving committee that discusses best practices in curriculum and instruction, as well as teaching strategies to improve the overall success of all learners.

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.

Lawton works daily to promote our students to be future-ready citizens. In addition to students interacting in various group structures to collaborate in their classroom, students innovate using technology resources and problem-solving. As part of the district initiative towards engaged citizenship, Lawton has many business partners that help sponsor learning events such as STEM Night, the Fifth Grade Egg Drop Contest, Passion Projects, LESA Garden Lessons and Project Based Learning Units. They also spread awareness with college and career opportunities by being a part of our annual Teach-In. Every classroom at Lawton has at least one guest speaker that day to share about their career or talent.

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

Since we know that Future Ready students need to have opportunities to interact and grow from their learning, Lawton has created many programs that are consistently available to our Panthers. Every Wednesday afternoon, every student moves to a self-selected “Cub Club” that is based around STEAM initiatives. The students look forward to this time which allows them to build their self-awareness and uncover possible passions. This year we have added a STEM Class to the Specials rotation schedule with a technology teacher who serves as a resource to all teachers for Project Based Learning projects. We have also transformed our Media Center to have a MakerSpace where students can create, tinker, and collaborate. All of our grade levels have incorporated the CS2020 curriculum pieces into their instruction with an emphasis on coding. Lawton has many available extracurricular programs as well that provide career and technical pieces such as Robotics Club, SECME, Chorus, Drama, Odyssey of the Mind, and EcoPanthers.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

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

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

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

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

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

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All students will create meaningful data notebooks, including action steps and standards checklists	Students, teachers, and administrators	August-May (with monthly monitoring by administration)	N	Monthly (August-May)	Florida State Assessment IReady Diagnostic Assessments Teacher logs Student data notebooks Observation by administration classroom walkthroughs Data chats with students and teachers formative assessments
30 minute conferring time every morning Teacher-student data chats daily during "eyes on text"	Students, teachers, and administrators	August-May (with monthly monitoring by administration)	N	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments Teacher logs Student data notebooks Observation by administration classroom walkthroughs Data chats with students and teachers formative assessments

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?
Weekly MTSS meetings	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments Notes within EdInsight meeting schedules Observation from administration classroom walkthroughs Data chats with students and teachers formative assessments
Biweekly meetings with administration for all stakeholders on campus	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (biweekly)	Florida State Assessment IReady Diagnostic Assessments Meetings Notes Observation from administration Updated action plans classroom walkthroughs Data chats with students and teachers formative assessments
Visual data walls	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (biweekly)	Florida State Assessment IReady Diagnostic Assessments classroom walkthroughs Action plan updates meeting notes Data chats with students and teachers formative assessments
*Interventionists will specifically work with High Level Ones, High Level Twos, and Low Level Three students that are not currently ESOL or ESE using specific iReady lessons that they have failed along their path or need according to iReady Standards Mastery. They will be responsible for monitoring their iReady progress based on specific lessons and will meet with administration biweekly.	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (biweekly)	Florida State Assessment IReady Diagnostic Assessments action plan updates meeting notes Observation from Administration classroom walkthroughs Data chats with students and teachers formative assessments

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?
Coaches will strategically support focus students	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments Action plan updates schedules Observation from Administration classroom walkthroughs Data chats with students and teachers formative assessments
Students will receive strategic intervention based on specific IReady need or comprehension targets	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments Action plan updates schedules Observation from Administration classroom walkthroughs Data chats with students and teachers formative assessments
Visual data walls	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments meeting notes (deep dives with data) classroom walkthroughs Data chats with students and teachers 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?
Students will receive additional support in grade level standards mastery based on specific IReady need or comprehension targets	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments Action plan updates schedules Observation from Administration classroom walkthroughs Data chats with students and teachers formative assessments
Visual data walls	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments classroom walkthroughs Data chats with students and teachers formative assessments
Administration will also have biweekly meetings with all stakeholders on campus.	Administrators, teachers, coaches	August-May (biweekly)	Y	August-May (monthly)	Florida State Assessment IReady Diagnostic Assessments Action Plan updates meeting notes classroom walkthroughs Data chats with students and teachers 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?
Saturday Tutorial Sessions for Lowest Quartile Students if possible Virtual tutorial will also occur	Administration, Coaches	October- November February- March	N	October 5th October 12th November 2nd November 9th February 1st February 8th March 7th March 14th	We will maintain a tutorial spreadsheet to track the students served, the tutor serving the students, and the content area data. Data will be fluency scores, curriculum based assessments, iReady Math reports and iReady Reading reports. Teachers will have one hour preplanning period before the fall sessions and one hour of preplanning before the spring sessions to determine the best instruction for their students based upon data. In addition, we will utilize a retired teacher in Spring (after Diagnostic 2) to work with our Projected High 2's and Low 3's in small group instruction based on iReady Domain deficits.
Tutorial within the school day	Administration	January-April	N	January-April	We will maintain a tutorial spreadsheet to track the students served, the tutor serving the students, and the content area data. Data will be fluency scores, curriculum based assessments, iReady Math reports and iReady Reading reports. Teachers will have one hour preplanning period before the fall sessions and one hour of preplanning before the spring sessions to determine the best instruction for their students based upon data. In addition, we will utilize a retired teacher in Spring (after Diagnostic 2) to work with our Projected High 2's and Low 3's in small group instruction based on iReady Domain deficits.

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?
SAM will make contact with a with parents after 5 absences to discuss how we can support their student's attendance with considerations for COVID 19 illness or quarentine	Erin Wagganer	August-May 2022 (weekly)	N	August-May 2022(weekly)	Florida State Assessment IReady Diagnostic Assessments classroom walkthroughs Data chats with students and teachers formative assessments 5Essentials data
The SAM will reward students who have shown improvement in attendance and have had attendance issues the previous school year and this school year	Erin Wagganer	August-May 2022(weekly)	N	August-May 2022 (weekly)	Florida State Assessment IReady Diagnostic Assessments classroom walkthroughs Data chats with students and teachers formative assessments 5Essentials data
Attendance data will be reviewed weekly during leadership meetings	Erin Wagganer	August-May 2022 (weekly)	N	August-May 2022 (weekly)	attendance data meeting notes

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?
Students will feel safe in unstructured areas.	Procedure will be put in place to deter the congregating of students in recess areas. All classes will remain with their own class for recess and teachers will monitor only their one class.	Erin Wagganer	August 2021- May 2022	N	Immediately	Reduction in discipline instances
Students will feel safe in unstructured areas	The cafeteria capacity will be reduced by 50%, with students socially distancing.	Erin Wagganer	August 2021- May 2022	N	Daily	Reduction in discipline referrals

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Each month, Lawton Elementary will focus on one of the Thrivers traits found in Dr. Michele Borba's book <i>Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine</i>. This is a part of our school-wide social/emotional learning. Students will listen to books, participate in lessons, and have class discussions about the Thrivers trait of the month. Parents are involved through learning about our Thrivers traits through a weekly social media book read aloud and emails from administration. Students are also given Lawton Thriver certificates when teachers and staff members see them exhibiting the Thriver trait of the month. At the end of the month, all teachers nominate one student that show or grew the most in the monthly Thriver trait. These students are celebrated at the end of the month with donations from the community.</p>	<p>Erin Waggener, Leslie Durias, Lyssa Marquez, Whitney Lake, Teresa Fullan, Camesha de Castro</p>	<p>May 2020</p>	<p>Daily: Lawton Thriver certificates Weekly: social media posts, email to parents, Thriving Thursday lessons Monthly: Thriver student celebration</p>	<p>Lawton Thriver certificates Fewer Corrective Action Plans and Discipline Referrals</p>

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?
AO Visual data wall to increase monitoring	Becky Kelly, Camesha DeCastro	September December May	N	September December May	Florida State Assessment IReady Diagnostic Assessments classroom walkthroughs Data chats with students and teachers formative assessments
Cub Clubs, SECME, Robotic, STEM Club, Art, Music, leadership opportunities and PRIMES will be monitored through talent development/gifted resource teacher and personal invitations will be given to AO students	Becky Kelly	September December	N	September December	enrollment data

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?
Additional time will be scheduled for collaboration among our fifth grade teachers in order to ensure an increase in digital tools earned.	Jennifer Lawrence	January-May	Y- Collabo ative Wednes ays	Monthly (January- May)	sign in sheets, evidence of increase digital tools earned

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

Administrators communicate expectations for all personnel to use person first language.

Partially Beginning

Administrators facilitate job-embedded professional development on inclusive practices for all school personnel

Partially Beginning

All paraprofessionals receive professional development on ways to support SWDs in gen. ed.

Partially Beginning

Action Plan

Indicator 1

Administrators communicate expectations for all personnel to use person first language.

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?
Administrators communicate expectations for all personnel to use person first language. Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label).	Leslie Durias and Lyssa Marquez	December 2021	Y	December 2022	Learnng logs and use of appropriate language

Indicator 2

Administrators facilitate job-embedded professional development on inclusive practices for all school personnel

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?
Administrators facilitate job-embedded professional development on inclusive practices for all school personnel. Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices.	administration, ESE district support	September December April	Y	September December April	Observable teaching formative assessments IReady data

Indicator 3

All paraprofessionals receive professional development on ways to support SWDs in gen. ed.

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?
All paraprofessionals receive professional development on ways to support SWDs in gen. ed. Paraprofessionals receive ongoing training on topics relative to their work responsibilities	Instructional coaches	August-May (monthly)	Y	August-May (monthly)	Observable teaching

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
Deep dives with data	1	August-May (monthly)	Information needed to guide instruction toward one year's growth in one year's time for all	PLC with all instructional members of the staff (grade level and individual)	65	administrators, coaches, teachers
LSI Trend Tracker Training	1	August-May (monthly)	Identifying trends in standards based instruction, team work, and monitoring of standards	All instructional staff	65	administrators, coaches, teachers
Thrivers Essential Traits	2	August-May (once a month during Team leader meetings)	Information needed to guide instruction toward one year's growth in one year's time for all. These essential traits are researched to promote resiliency in students.	team leader meetings	65	administrator, guidance, social worker, mental health counselor
Learning Cycles with a focus on differentiation (including IReady support)	3	August-May (2-6week cycles)	Information needed to guide instruction toward one year's growth in one year's time for all	small group PLCs-various grade levels	65	administrators, coaches, teachers
ESE Support for Regular Education Teachers	4	TBD	strategies for ESE students/differentiation	ESE support facilitators and ESE cluster teachers	15	administrators, TOA for ESSS
Instructional Rounds	5	October January April	Collective responsibility and sharing high yield strategies in action	all instructional by grade level during PLC times	65	administrators, coaches, teachers, Leadership Pathways support

Team Building Activities/ 5Essentials overview	6	August-May (monthly)	Building relationships and creating increasing teacher to teacher trust	school-wide for all staff	90	administrators and various teacher leaders
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