

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

Casselberry 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

Through partnership of school, community and family, Casselberry Elementary School will provide a positive, motivating, and safe environment, where the potential of each child is developed; equipping them with the skills to take confident steps toward the future.

Provide the school's vision statement

At Casselberry Elementary School, our vision is to build positive relationships and culture by creating a stronger, more self-sustaining community, helping students and families acquire education, skills, and necessary resources to build self-sufficient prosperous lives.

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.

Casselberry Elementary uses the Parent Involvement Plan (PIP) to meet these requirements. Also, parents and community help develop this plan through our School Advisory Council (SAC) with an emphasis on utilizing language that is understandable for all stakeholders. This plan will be shared with all stakeholders on the school's website.

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 PTSA Boards, (6) inviting families to attend PTSA meetings and participate/volunteer in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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)

Teachers and administrators foster a positive school culture and environment by empowering our students academically and socially through an emphasis on strong citizenship based on the Leader in Me Program as well as through a school wide PBIS model. Administration also reviews student, parent, and teacher survey results to identify areas of need regarding climate and culture. The administrative team then develops and implements an action plan, using stakeholder feedback, to make improvements that address survey concerns. The positive culture of Casselberry Elementary creates a safe and welcoming environment where all students are accepted and are encouraged to strive to meet their highest potential both socially and academically.

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.

Casselberry Elementary's stakeholders include staff, students, families of students, volunteers, business partners, and school board members. Staff members promote a positive culture and environment by creating strong relationships with students by maintaining high expectations for all students and allowing each child to have a fresh start every day when entering the school gate. Teachers connect and build relationships with families through constant communication regarding student academics and classroom happenings. Students contribute to our school culture by applying for and carrying out classroom and school wide leadership roles, such as student council, patrols, and the news crew. Families promote a positive culture through their involvement in PTSA and family events throughout the year. Families also foster a positive culture by interacting via our multiple social media outlets and school events. Volunteers, business partners, and school board members support our positive school culture through their ongoing outreach and school presence. This group of stakeholders supports families, students, and staff with both monetary and time-based donations during events such as campus clean-up, assistance with the school store (which is tied to our PBIS model), preplanning, and staff appreciation week.

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.

Casselberry Elementary has established in-house counseling services to meet the needs of our students. We have student mentor programs and our food pantry is set up for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member or fellow student. Our Guidance Counselor, Behavior Interventionist, Social Worker, District Mental Health Counselor, and third-party therapists from Kinder Konsulting and Lukas Counseling also serve as resources.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem-solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally, from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Mallory Lambert	Principal	hollidmz@scps.k12.fl.us	3-5 Evaluations, Instructional Expectations, Self-Contained ESE Evaluations, Leadership Team Meetings & Evaluations, Business Partners, Team Leader Meetings, CBES Handbooks, SAC/PTSA/SIP, Interns, Budget, Hiring, Data Meetings, Staff Meetings, PD Calendar, Class Lists, Field Trips, Staff Attendance, CBES Facebook, School Messenger, Curriculum Project, Severe Weather, Title IX Coordinator, Master Schedules
Mary Walters-Clark	Assistant Principal	mary_walters-clark@scps.k12.fl.us	K-2 Evaluations, PAM Evaluations, School Improvement Surveys, SLPs/VE/ESOL, Panda Pride, Bamboo Buzz, Gifts of Time, PD Points/Approval, Parent Conferences, Early Release Schedules, PTSA, Guidance Counselor Evaluation, Summer Learning Camp, Kinder Camp, Good Cause, COVID-19 Safety Manager
Gary Lowe	SAM	gary_lowe@scps.k12.fl.us	Title I Compliance, Assessment Coordinator, MTSS, Spelling Bee, Non-Instructional Evaluations, Teach-In, Leader in Me, Facilities, Custodians, Drill Schedules, Textbook Coordinator, Duties/Schedules, Health Schedules, School Events, Emergency Response Team, i-Ready Data Boards, Marquee
Cheyanna Matthias	Behavior Interventionist	matthicz@scps.k12.fl.us	Behavior MTSS, Discipline, PBIS, Student Attendance, School Uniforms, Student Mentor Coordinator, Bullying, Restraint Compliance, Attendance Letters/Truancy, Early Warning, Threat Assessments, Social Worker Referrals, Mental Health Referrals, Counseling Referrals Risk Assessment Coordinator

Brittany Jacobs

3-5 Reading Coach

jacobsbz@scps.k12.fl.us

3-5 Reading Instruction, i-Ready Champion, 3-5 Reading PLCs, Reading MTSS, Literacy Week, Leader of the Week, Portfolios, i-Ready/AR Celebrations

Tim Van Hoven

3-5 Math Coach/ETF

timothy_vanhoven@scps.k12.fl.us

Technology Support, Media Center, Kace Orders CBES News, AR/AR Prizes, School Calendar, CBES Website, Gradebook, Picture Day, Yearbook, Software Applications, Book Fair, 3-5 Math and Science Instruction, 3-5 Math PLCs, 5th Science PLC, Math Olympiad, PRIMES

Stephanie Mercillott

K-2 Instructional Coach

stephanie_suarez@scps.k12.fl.us

K-2 Instruction, K-2 PLCs, Fountas and Pinnell, Hospitality, Fast Track Phonics

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Brittany Jacobs	Reading Coach (3-5)/Literacy Week Action Team Chair	Jacobsbz@scps.k12.fl.us	Facilitate weekly PLCs with 3rd-5th grade teachers on a weekly basis to plan for standards-based/rigorous reading instruction. Lead data meetings with 3rd-5th grade teachers to set student and class goals on classroom assessments, i-Ready diagnostics and FSA. Coordinate with Literacy Week action team to plan literacy events throughout the week such as dress up days, reading buddies, drop everything and read, mystery readers and library read alouds.
Stephanie Mercillott	Instructional Coach (K-2)/Literacy Week Action Team Co-Chair	Stephanie_suarez@scps.k12.fl.us	Facilitate weekly PLCs with K-2nd grade teachers on a weekly basis to plan for standards-based/rigorous reading instruction. Lead data meetings with K-2nd grade teachers to set student and class goals on classroom assessments and i-Ready diagnostics. Coordinate with Literacy Week action team to plan literacy events throughout the week such as dress up days, reading buddies, drop everything and read, mystery readers and library read alouds.
Kim Young	AR Co-Chair/2nd grade teacher	Kimberly_young@scps.k12.fl.us	Communicate AR expectations with teachers and students (emails, bulletin boards, etc.) Plan AR awards/celebrations for students.
Lauren Johnson	AR Co-Chair/3rd grade teacher	Lauren_murphy@scps.k12.fl.us	Communicate AR expectations with teachers and students (emails, bulletin boards, etc.) Plan AR awards/celebrations for students.

Public and Collaborative Teaching

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

Teachers at Casselberry Elementary meet in Professional Learning Communities (PLCs) at least once a week for reading and math. During these meetings, teachers collaborate and discuss student data and plan lessons, interventions and differentiated instruction. Teachers have meaningful conversations and make instructional decisions to meet the needs of all students. Our Instructional Coaches and/or teachers facilitate these PLCs. Our teachers also participate in multiple Instructional Rounds throughout the school year where they observe each other teaching and provide feedback.

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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

We include Stephen Covey's 7 Habits of Highly Effective People/The Leader in Me to promote lifelong skills for the 21st century learner. Our neighbors, South Seminole Academy, partner with us throughout the year for different events to foster our leadership connection, as they are also a Leader in Me Lighthouse School. Our annual Teach-In event brings community members and parents onto our campus to share their careers and trades, which offers our students the ability to learn about varying careers in Central Florida.

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

DEAL (Drop Everything and Lead) Clubs allow students to participate in programs from a variety of backgrounds. Some examples are Sign Language, Dance, Recycling, Yoga, Robotics and Gardening. These clubs are offered to all students at various times throughout the school year. Students can also apply to be school patrols, student council representatives, and news crew members. All students participate in CS2020 lessons throughout the year.

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?
Each student will have a Leadership (Data) Notebook.	Teachers, Instructional Coaches, Administration, Students	May-22	N	Weekly	Student-led conferences, Class data boards, Leadership notebooks
Each student will participate in at least one student-led conference with their families.	Teachers, Instructional Coaches, Administration, Students	May-22	N	At least once a year	Student-led conferences, Class data boards, Leadership notebooks

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Progress of low 30% on each standard will be reported during PLCs and data meetings	Teachers, Instructional Coaches, Administration	May-22	N	Weekly	Data meeting spreadsheets/forms, i-Ready reports, PLC forms/notes, support schedules, tutorial invitations/schedule
Low 30% will be invited to tutorial based on their area(s) of need	Teachers, Instructional Coaches, Administration	May-22	N	Annually	Data meeting spreadsheets/forms, i-Ready reports, PLC forms/notes, support schedules, tutorial invitations/schedule

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?
These students will be discussed at each data meeting Assigned a mentor from the Leadership Team	Leadership Team	May-22	N	Monthly	Mentor logs, data meetings/reports, i-Ready reports
Separate instructional groups in i-Ready for monitoring purposes	Teachers, Instructional Coaches, Admin	May-22	N	Quarterly	Mentor logs, data meetings/reports, i-Ready reports

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Assigned a mentor from the Leadership Team	Leadership Team	May-22	N	Monthly	Mentor logs, data meetings/reports, i-Ready reports
Separate instructional groups in i-Ready for monitoring purposes	Teachers, Instructional Coaches, Administration	May-22	N	Quarterly	Mentor logs, data meetings/reports, i-Ready reports

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students not making adequate progress will be added to tutorial based on need	Principal, Tutorial Lead Teacher, Classroom Teachers	May 22	N	Quarterly	Tutorial Invite List
All Low 30, H1, H2 and L3 students will be invited to tutorial	Principal, Tutorial Lead Teacher, Classroom Teachers	May 2022	N	Quarterly	Tutorial invite list

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?
Social worker and behavior interventionist work together to support students with excessive absences along with their families	Social Worker, Behavior Interventionist, MTSS Team, Teachers	May-22	N	As needed	MTSS meeting notes, social worker reports/notes
2. Student attendance discussed in MTSS meetings	Social Worker, Behavior Interventionist, MTSS Team, Teachers	May-22	N	Monthly	MTSS meeting notes, social worker reports/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?
Increase safety of group restrooms	Decrease the use of these restrooms and increase the supervision of these restrooms.	All Staff, SRD	May 22	N	Daily	Safety survey results, safe corner symbol in each classroom
Increase awareness of safe corners in all classrooms	All teachers, in collaboration with the School Resource Deputy, will identify safe corners in their classrooms and be sure all students know where these safe corners are in each of their classrooms.	All Staff, SRD	May 2022	N	Quarterly	Safety survey results, safe corner symbol in each classroom

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?
Increase online presence- ETF will increase frequency of posts on the school website and Facebook. Teachers will be reminded and encouraged to take and send in photos of classroom happenings to share with the community.	Teachers, ETF, Team leaders	May 2022	N	Weekly	School posts on social media and website, newsletters
Increase parent communication- Team leaders for each grade level will write a monthly newsletter with updates and reminders to keep parents informed of grade level specific information.	Teachers, ETF, Team leaders	May 2022	N	Weekly	School posts on social media and website, newsletters

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?
Review AO student progress after each progress report and report card	Gifted teacher, administration, teachers	May-22	N	Twice a quarter	Progress reports, Report cards
Support provided to students as needed after progress reports and report cards are monitored	Gifted teacher, administration, teachers	May-22	N	Twice a quarter	Progress reports, Report cards

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?
STEM on the wheel – courses taught by math and science coach	Math/Science Coach, Math/Science Teachers	May 2022	N	Weekly	PLC notes/data, STEM schedule
Science PLCs	Math/Science Coach, Math/Science Teachers	May 2022	N	Weekly	PLC notes/data, STEM schedule

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

School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.	Partially Beginning
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Administrators communicate expectations for all personnel to use person first language.	Partially Beginning
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All special education teachers are collaborative members of a gen. ed. curriculum team.	Not Yet
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Action Plan

Indicator 1

School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.

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?
Work to increase the number of SWDs, ages 3-5, that receive inclusion opportunities.	Administration , Teachers	May-22	N	Annually	LRE data, Inclusion schedules

Indicator 2

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

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?
PD using first person language.	FIN, Administration	May-22	Y	Annually	PD schedule, agenda, notes, person first language posters

Indicator 3

All special education teachers are collaborative members of a gen. ed. curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Develop a schedule that allows for gen ed and special ed teachers to collaborate and plan together.	Administration , Teachers	May-22	N	Annually	Schedules

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
Marzano- Refresher	1	9/1/2021	Instructional Best Practices	Instructional Staff	70	Principal
Person-First Language	BPIE	Spring 2022	High expectations for all students	All Staff	90	Principal, FIN
Ukeru Training	2	8/3/2021	Crisis intervention program which offers alternatives to the use of restraints and seclusion, allowing crisis to be handled quickly and effectively for minimized loss of instructional time	ESE Staff	17	District Ukeru Trainers
Effective PLCs PD	1	9/1/21	PLCs will focus on high expectations for all students and will address the four essential questions that drive PLCs for effective instruction.	Instructional Staff	70	Admin, PLC Team
Marzano-Going Deeper	1	10/13/2021	Instructional Best Practices	Instructional Staff	70	Principal
i-Ready PD	1	10/15/21	Training on digital use for maximized and effective use	Instructional Staff	70	i-Ready Champion