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

Goldsboro 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 Goldsboro Elementary Magnet School is to empower students to excel in a world of math, science, and technology through local and global collaboration in a nurturing and challenging environment.

Provide the school's vision statement

Goldsboro Elementary School will be the premier magnet elementary school in Seminole County. Goldsboro will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways in the areas of science. *Goldsboro will support the SCPS vision that all Early Childhood Program and Pre-K through Grade 5 students acquire the knowledge, skills, and attitudes to be productive citizens. *All students will make a year's growth in a year's time. *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.

Goldsboro initiated a Parent Task Force who met periodically to discuss successes and challenges that need to be addressed as a school community. This input was used in the development of the SIP plan.

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.

Goldsboro 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 to build positive relationships. Goldsboro/PTA holds several community events throughout the year which include: a fall social, book fairs that accompany "picnic and paperbacks", parent curriculum nights, and family nights each month. The principal and leadership team members visit the local Boys and Girls club, churches, and other community outreach centers to develop relationships with the surrounding community members. Events, such as Teach-In, Space Day, and STEM day also gives our students and parents the opportunity to understand and embrace the mission and vision of the school. Goldsboro has two Conference Nights a year when parents are able to conference with their child's teacher on their current progress.

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)

Goals for building a Positive School Culture at Goldsboro: 1. Increase awareness of positive character traits to facilitate mutual respect between students. 2. Enhance staff-to-student relationships in order to increase student achievement. 3. Strengthen teacher and staff relationships in order to build collaboration and increase school morale. Goldsboro Elementary Magnet School is continually addressing and evaluating the school climate. A school climate team is made up of teachers, administrators, and at least one parent will continue to meet to revise and refine our school-wide positive behavior and expectations plan and support. Students will continue to recite the GEMS Star pledge each morning. Through our school-wide Positive Behavior Support initiatives, teachers and staff continue to hand out Astro Bucks and Astronaut Rewards for acts representing good character and following GEMS expectations.

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.

School Climate/PBS Committee at Goldsboro: Dr. Mulholland, Principal- School Climate Liason Mrs. Houle, Assistant Principal- PBS Committee Liason Mr. Pagan, Behavior Interventionist - Communicator Mrs. Beverly - Kindergarten Teacher Mrs. Blaney - 1st Grade Teacher Ms. Hope - 2nd Grade Teacher Mrs. Archie- 3rd Grade Teacher Mrs. Palmer - 4th Grade Teacher Mrs. Christiansen- 5th Grade Teacher Rhoda Richardson- Parent Kelly Koons - Parent

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.

Goldsboro Elementary has established various small group services for the needs of our students including anger management, peer resolution, social skills, and one-on-one counseling when needed. Our Behavior Resource Teacher, Alpha Counselor, and School Social Worker meet with students regularly as a pro-active approach to resolving known issues our students deal with as children. It is very common to see our guidance counselor meeting with students one-on-one in which the child feels safe to share his/her feelings over lunch and/or other times during the day. Goldsboro partners with a local high school for mentorship opportunities for our students. In addition, we are providing a social/emotional curriculum for each classroom teacher to utilize with their students during designated schoolwide class meetings.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Chris Mulholland	Principal	Chris_mulholland@scps.k12.fl.us	Oversees overall operations, curriculum, and instruction
Angela Houle	Assistant Principal	houleal@scps.k12.fl.us	Oversees overall operations and Mathematics curriculum and instruction
Shannon Benninghove	ESE Teacher	Shannon_Benninghove@scps.k12.fl.us	Oversees ESE instruction
Jennifer Kellett	Instructional Coach	Jennifer_kellett@scps.k12.fl.us	Oversees Reading curriculum and instruction
Dr. Rachel Hallett	Science STEM Lab Teacher	Rachel_Hallett@scps.k12.fl.us	Oversees Science curriculum and instruction
Anthony Pagan	Behavior Interventionist	Paganaz1@scps.k12.fl.us	Behavior Strategies and Support
Robert Wakelyn	Technology STEM Lab Teacher	Robert_Wakelyn@scps.k12.fl.us	Technology Integration and Magnet Support
Mary Lynn Hess	Bio Science STEM Lab Teacher	Mary_Hess@scps.k12.fl.us	Science integration and Magnet Support

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Dr. Chris Mulholland	Principal	chris_mulholland@scps.k12.fl.us	Oversees standards-based literacy integration and instruction.
Mrs. Angela Houle	Assistant Principal	houleal@scps.k12.fl.us	Oversees standards-based literacy integration and instruction
Ms. Jennifer Kellett	Literacy Coach	Jennifer_Kellett@scps.k12.fl.us	Coaching teachers on reading standards, curriculum and instruction
Mrs. Shannon Benninghove	ESE Teacher	Shannon_Benninghove@scps.k12.fl.us	Integrating literacy standards-based instruction for ESE students.
Mrs. Jennifer Miranda	ELL Teacher	Jennifer_Miranda@scps.k12.fl.us	Integrating literacy standards-based instruction for ELL students
Mrs. Kelly Kinard	Gifted teacher	Kelly_kinard@scps.k12.fl.us	Integrating literacy standards-based instruction for Gifted and Advanced Opportunity students.

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.

Goldsboro is committed to customizing learning to prepare students in the 21st century. On a daily basis, students are engaged in collaborative discussion, interacting with technology, developing a growth mindset, and connecting to real-world problem-solving. Through the use of our STEM lessons, students can increase their ability for innovation, imagination, and digital literacy. In addition, Goldsboro builds upon our curriculum with the use of our STEM Labs (Bioscience, Space, Computer Science, and Robotics), community organizations, and events such as Teach-In, Aviation Day, Space Day, Math Matters Day, and Planet Earth Day to enhance our students' broad understanding of careers and exploration of specific interests for the future. Our partnership with the Orlando Science Center and NASA is well established through grade-level field trips and on-site family engagement evenings.

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

Goldsboro is a magnet school for science, technology, engineering and math. Ancillary curriculum that aligns with career and technical education includes Coding, Engineering Processes, Robotics Lab, Aviation and Flight, Lego Robotics Competitions, Math competitions, Science competitions and a STEM-based curriculum.

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?
Individualized Data Notebooks	Teacher/Student Instructional Coach/Admin	May 26, 2022	Y	Baseline, Progress Report, Weekly, Monthly, Quarterly, mid-year, end of year	Data Sharing Days and Student-Led Conferences, Interactive Journals for Math and Science Admin/Instructional Coach will conference with students weekly during walk-throughs
Interactive Journals	Teacher/Student Instructional Coach/Admin	May 26, 2022	Y	Baseline, Progress Report, Weekly, Monthly, Quarterly, mid-year, end of year	Data Sharing Days and Student-Led Conferences, Interactive Journals for Math and Science Admin/Instructional Coach will conference with students weekly during walk-throughs
Student-Led Conferences	Teacher/Student Instructional Coach/Admin	May 26, 2022	Y	Baseline, Progress Report, Weekly, Monthly, Quarterly, mid-year, end of year	Data Sharing Days Admin/Instructional Coach will conference with students weekly during walk-throughs

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?
Students paired with leadership team to monitor progress frequently	Instructional Coach/Admin	May 26, 2022	Y	Baseline, Progress Report, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings
Check ins from assigned leadership team member to student and teachers	Instructional Coach/Admin	May 26, 2022	Y	Baseline, Progress Report, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings
Weekly Teacher PLC meetings	Admin/Instructional Coach	May 26, 2022	Y	Bi-Weekly	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall,
One on One Teacher Meetings with Administration	Administration	May 26, 2022	N	Monthly	Notes, Conferences, Data Tracking Sheet

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?
Monthly PLCs to monitor individual student data	Teachers/Coach/Admin	May 26, 2022	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings
Walkthroughs to ensure small group instruction with high level 1 and level 2 students	Teachers/Coach/Admin	May 26, 2022	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings

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?
Monthly PLCs to monitor individual student data	Teachers/Coach/Admin	May 26, 2022	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes
Walkthroughs to ensure small group instruction with students	Teachers/Coach/Admin	May 26, 2022	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Note

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?
Goldsboro will provide traditional before-school tutorials for targeted students in grades 3, 4, and 5 with a focus on reading and mathematics.	Teachers/Admin	April 30, 2022	Y	Before School 2 x week	Baseline, monthly
Math Interventionist to provide additional small group instruction based on identified academic weaknesses.	Admin	April 30, 2022	N	During school hours 3 x week	Baseline, weekly

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?
STEM based learning integration	Goldsboro provides a hands-on, integrated curriculum to help students develop skills needed for a complex, scientific and technological world. To accomplish this, grade levels use a traditional curriculum with enrichment in STEM. Teachers use hands-on, manipulative-based instruction and field experiences to make learning meaningful and engaging.	Principal/STEM Teachers	May 26, 2022	Y	Ongoing throughout the year	Student learning outcomes based on results of science CTAs, formatives, and State Science Assessment.

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?
Leadership Team meeting and/or MTSS meeting to discuss attendance	Teacher/Admin/ School Social Worker	May 26, 2022	N	Weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Personal Phone Calls Home
Work with School Social Worker for those students who are chronic absent	Teacher/Admin/ School Social Worker	May 26, 202	N	Weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Personal Phone Calls Home

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?
Promote Kindness and Bullying Prevention	Schoolwide initiative to help promote kindness throughout the school community. Address with students bullying and engage all students in lessons on empathy, self-control, problem-solving, conflict resolution, and peer relationships.	Administration, Guidance Counselor, Teachers	May 26, 2022	Y	Weekly during class meetings	Walk throughs
Continue to foster a positive school climate	Promote unity within the school with an emphasis on multicultural perspectives from staff and students by building relationships.	Administration /Guidance Counselor	May 26, 2022	Y	Daily	Overall school positivity, attendance at school functions

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?
"Together We Succeed" means that all members of our school team are responsible for the success of all of our students. To achieve the success needed everyone is responsible to work collaboratively and share the workload to accomplish the goals of the group.	Principal/Assistant Principal/Coach/Team Leaders	May 26, 2022	y	Ongoing	PLC meeting twice a week with discussions centered on student learning.
Effective Communication with all stakeholders throughout the school year. This can include phone calls, emails, newsletters, and Goldsboro community school events.	Principal/Assistant Principal/Leadership Team	May 26, 2022	N	ongoing	School Climate Surveys

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?
Identify Advanced Opportunity students and monitor progress	Gifted Teacher/Guidance/ Stem Teachers/ Admin	May 26, 2022	N	Quarterly	Gifted Enrollment, Talented Enrollment, PRIMES Enrollment, Young Men and Women of Excellence, Math Club, Science Club, Odyssey of the Mind, Monitoring Student Data
Ensure students have the ability to join before and after school clubs	Gifted Teacher/Guidance/ Stem Teachers/ Admin	May 26, 2022	N	Quarterly	Gifted Enrollment, Talented Enrollment, PRIMES Enrollment, Young Men and Women of Excellence, Math Club, Science Club, Odyssey of the Mind, Monitoring Student 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?
During the 2020-2021 school year, Goldsboro had 43 out of 140 (30%) 5th-grade students pass the Digital Tool Exam. For the 2021-2022 school year our goal is to have 70 out of 140 5th grade students pass the Digital Tool Exam. (50%)	Principal/Stem Lab Technology Teacher	May 26, 2022	N	April and May 2022	5th-grade students passing the Digital Tools Certification Test

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?
Science, Technology, Engineering, Math	Goldsboro will provide unique experiences so students can explore the world of STEM by developing questioning, problem-solving and creative thinking skills. Knowledge is taught the way it is used in the real world, with concepts and subjects interwoven seamlessly.	Principal/Assistant Principal/ STEM Teachers/Teachers	May 26, 2022	Y	ongoing	Exploration and school events centered on real-world experiences.

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?

The School Leadership Team will regularly review disaggregated discipline data to monitor the effectiveness of strategies and interventions, measure progress, identify patterns, determine root causes of discipline disparities in order to guide planning and decision-making.

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?
The overall focus of the Curriculum Project is to effectively infuse instructional strategies for students with certain exceptionalities who are two or more grade levels behind in reading and math.	ESE Teachers	May 26, 2022	Y	Direct Instruction 4 - 5 days a week for 30 - 40 minutes	Daily data documents, weekly check-in.

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 high incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost
School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost
School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Beginning

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 high incidence 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?
Strategies for effective inclusion are provided and modeled in the classroom setting.	Instructional Coach ESE Teachers	May 26, 2022	Y	Weekly	Walkthroughs, Data Tracking, PLC discussions
Data chats are conducted with students to create strong accountability and high expectations.	Teachers/Coaches/Administration	May 26, 2022	N	Monthly	Walk throughs, PLCs

Indicator 2

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

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 clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:	Administration	May 26, 2022	N	Daily	PLCs, Newsletters, Discussions
Creating a climate of shared responsibility for all students	Administration	May 26, 2022	Y	Daily	5 Essentials Survey, PLCs
Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication.	Administration	May 26, 2022	N	Monthly	Correspondence, PLCs

Indicator 3

School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

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?
School administrators provide, train, and monitor the use of resources (assisted technologies, supplemental materials, etc.) across all school teams.	Administration	May 26, 2022	Y	Quarterly	Walk throughs, PLCs
Administrators obtain input from IEP teams to identify specific PD needed to support individual students	Administration /Guidance Counselor	May 26, 2022	Y	Quarterly	Walk throughs, PLCs, MTSS, SST

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
Instructional Rounds	1	Quarterly	Instruction	Grade Level PLC	46	Instructional Coach Administration
Foundational Skills to Support Reading for Understanding in K-2	1	Weekly	Instruction	Kindergarten, 1st Grade, 2nd Grade	24	Instructional Coach/Administration
Best Practices for Mathematics Instruction	1	Quarterly	Instructional	Math Teachers/ESE/ELL	39	Assistant Principal/ District Math Specialist
STEM Problem Solving and Argument Based Inquiry in Science	1	Quarterly	Instructional	School wide	85	Stem Resource Teachers/Administration
School Safety	2	Quarterly	Safety/Social/Emotional	School wide	85	Administration/SRO
Environmental Factors and Behavior	2	Ouarterly	Behavioral/Social Emotional	School wide	85	Administration
STEM Exploration for Teachers	1	Ongoing Wednesday PD	Teachers will continue to gain knowledge on infusing STEM in all aspects of curriculum and learning.	PLC, schoolwide	75	Principal, Assistant Principal, STEM Resource Teachers

Curriculum Project Training	1	July, 2021 Oct. 8, 2021	Professional Development to acquire skills necessary to provide evidenced-based direct instruction.	ESE Teachers and support	8	ESE Teachers, Assistant Principal
5 Essentials School Climate	1,2	Quarterly	Instructional/Social Emotional	School wide	85	Administration