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

Rainbow 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 Rainbow Elementary is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

The Rainbow family will nurture a fun and focused academic community leading to responsibility and growth.

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 parents and the community in developing this plan by reviewing Snapshot survey. The Snapshot survey provides feedback regarding "what parents like" and "what parents want improved" regarding Rainbow Elementary. The School Advisory Council works in partnership with the school in providing meaningful feedback.

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.

Parents are encouraged to participate in all things Rainbow! Teachers and administrators use multiple means of communication 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, open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to students' grades and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) scheduling of parent conferences, (5) inviting parents to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using social media networks and school messenger, (8) advertising on the school marquee, (9) and numerous out-reach networks 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)

Positive school culture is driven through our PBS program. We are implementing Conscious Discipline and Restorative Practices. In every classroom, teachers have implemented a Safe Space that will help students deescalate their frustrations, and get their mental state back to a tier 1 level. Through Restorative Practices, students and teachers engage in Restorative Circles about topics such as responsibility, respect, friendship, words, and social media are discussed. The primary focus is building positive relationships in the classroom. Students have the opportunity to earn SOAR tickets for demonstrating proper SOAR behavior. These tickets can be used at our SOAR store to purchase items of interest. SUPER SOAR tickets are used to recognize entire classes demonstrating SOAR behavior. These tickets are used in a drawing once a month for a classroom incentive. This part of our PBS program is intended to help students work together as a team, in turn, building relationships in the classroom. Every Wednesday, teachers engage in Rock-it Club which is a time where teachers focus on social and emotional lessons, and classroom discussion.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders include our School Administration Manager, Administration, Guidance Counselor, teachers from each grade level (K-5), ESE teachers, front office secretary, and paraprofessionals. Our PTA provides incentives for our students. The SOAR Store is a big part of our PBS program that parents and our PTA help to maintain and implement. Business provide incentives for our teachers, who are awarded for passing out SOAR Tickets.

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.

Rainbow Elementary School is focused on ensuring the social-emotional needs of our students are met. We provide small group counseling for students to develop appropriate social skills. Our school counselor provides character education lessons each on the Rainbow Rocket News. Our administration, school counselor, and ESE teachers provide support to students and teachers by sharing information, strategies, and collaboration as to what is best for our students. The classroom teachers will be implementing a social-emotional learning curriculum. Our goal is to build relationships and create a safe environment where our students can thrive every day.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Kristina Marshall	Principal	kristina_marshall@scps.k12.fl.us	All building operations & instructional practices.
Kristina Rowley-Huss	Assistant Prinicipal	Kristina_Rowley@scps.us	Supports all building operations & instructional practices.
Heidi Kennedy	Instructional Coach	heidi_kennedy@scps.k12.fl.us	Provides instructional support to teachers, paraprofessionals, and students.
Vanessa Battreal	School Administration Manager/Teacher Interventionist	vanessa_battreal@scps.k12.fl.us	Provides resources to students & teachers; implements academic interventions for grades K-5.
Mary Miller	School Counselor	mary_miller@scps.k12.fl.us	Provides social-emotional support including individual & small group counseling.
Amanda Marvulli	ETF	amanda_marvulli@scps.k12.fl.us	Provides technological instruction to students & faculty; maintains social media & school website.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Heidi Kennedy	Instructional Coach	Heidi_Kennedy@scps.us	Instructional coach for grades K-3
Vanessa Battreal	SAM and Coach	vanessa_battreal@scps.us	School Administration Manager and 4-5 Instructional Coach

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.

Rainbow Elementary provides students the opportunity to learn and prepare for their future in both college and career. Every November Rainbow Elementary participates in "Teach-In" which provides an opportunity for local business people to come to talk with the students about their individual fields, which have included: law enforcement, florists, dentistry/orthodontics, telecommunications, hospitality, optometry, and technology. These types of events allow students to see a large sampling of the types of careers available in the future, and lends itself to fostering conversations about their future.

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

Rainbow Elementary provides fourth and fifth grade students that are ready academically, advanced math courses .The annual Egg Drop allows 5th grade students to problem solve, and invent a protective device to protect their egg from a 100 foot drop. All students participate in computer coding lessons that promote information and digital literacy, collaboration, perseverance, and higher level thinking skills. Rainbow Elementary students will have the opportunity to participate in before & after-school clubs including: Art Club, Chorus, Lego Club, Project Youth, STEAM club, video game creator club, and Odyssey of the Mind.

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

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

Math

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

Science

Indicators	Strategic Plan	Target
Achievement	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: White	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: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	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 maintain a data notebook to track their progress over the course of the school year. Each grade level will be responsible for determining the data points to be tracked over the course of the school year.	Classroom Teachers, Administration	May-2022	N	Monthly	Walk-throughs, Parent conferences

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?
PLC Meetings will be conducted to identify lowest 30%.	Administration, Instructional Coach, Classroom Teachers, Teacher Interventionist	August/September 2021	Y	Once	Electronic data sheets will be completed & students clearly identified.
PLC Meeting review -- Reading Club Strategic Review PLC members will review the students' formative assessments to determine the effectiveness of the interventions that are being provided.	Administration, Classroom Teachers, Instructional Coach, Teacher Interventionist	May 2022	N	Approx. every 6 weeks	Formative data results, FSA ELA results
PLC Meetings: I-Ready Work Sessions will focus on the review of lesson pass rates & skill areas deficits to determine areas of focus.	Instructional Coach, Teacher Interventionist, Classroom Teachers, Administration	May 2022	Y	Twice monthly beginning in September 2021	Exit tickets
PLC Meetings - PLC members will meet to review students' comprehension assessments, math unit tests, and I-Ready performance.	Classroom teachers, Instructional Coach, Teacher Interventionist, Administration	May 2022	Y	Monthly; Long Range Instructional Plan of each PLC	Unit test result data, Comprehension assessment data

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?
Students are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC Meeting review -- Reading Club Strategic Review PLC members will review the students' formative assessments to determine the effectiveness. of the interventions that are being provided.	Administration, Classroom Teachers, Instructional Coach, Teacher Interventionist	May 2022	N	Approx. every 6 weeks	Formative data results, FSA ELA results
Students are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC Meetings: I-Ready Work Sessions will focus on the review of lesson pass rates & skill areas.	Instructional Coach, Teacher Interventionist, Classroom Teachers, Administration	May 2022	Y	Twice monthly beginning in September 2021	Exit tickets
Students are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC members will meet to review students' comprehension assessments, math unit tests, and I-Ready performance.	Classroom Teachers, Instructional Coach, Teacher Interventionist, Administration	May 2022	N	Monthly; Long Range Instructional plan of each PLC	Unit test result data, Comprehension Assessment Data

Students are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC Meetings will include the ESE Teacher (support facilitator) and focus on the review of reading & math progress of ESE students.	Classroom Teacher, ESE Teacher, Administration, Instructional Coach, Teacher Interventionist	May 2022	Y	September 2021	Biweekly

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 are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC Meeting review -- Reading Club Strategic Review PLC members will review the students' formative assessments to determine the effectiveness. of the interventions that are being provided.	Administration, Classroom Teachers, Instructional Coach, Teacher Interventionist	May 2022	N	Approx. every 6 weeks	Formative data results, FSA ELA results
Students are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC Meetings: I-Ready Work Sessions focus on review of lesson pass rates & skill areas.	Instructional Coach,Teacher Interventionist, Classroom Teachers, Administration	May 2022	Y	Twice monthly beginning in September 2021	Exit tickets

Students are strategically placed in small group setting during Reading Club to focus on differentiated instruction aligned to their skill needs. The lowest 30% is monitored regularly through the Leadership Team meetings, MTSS, and grade 3-5 team data meetings. PLC Meetings - PLC members will meet to review students' comprehension assessments, math unit tests, and I-Ready performance.	Classroom Teachers, Instructional Coach, Teacher Interventionist, Administration	May 2022	N	Monthly; Long Range Instructional plan of each PLC	Unit test result data, Comprehension assessment data

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?
We will provide after-school math tutorial for lowest 30% students.	Tutorial Teachers, Administration, Instructional Coach, Teacher Interventionist	May 2022	N	Fall 2021 & Spring 2022	Entry/exit data
We will provide after-school reading tutorial for lowest 30% students	Tutorial Teachers, Administration, Instructional Coach, Teacher Interventionist	May 2022	N	Fall 2021 & Spring 2022	Entry/exit data

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?
The school will monitor student attendance through the school counselor, school social worker, and classroom teachers. Teachers will contact parents to notify of attendance concerns. Truancy meetings will be scheduled as needed.	School Counselor, Administration, School Social Worker, Classroom Teachers	May 2022	N	Monthly	Attendance data, EdInsight Reports, Truancy Letters, Skyward attendance

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students were asked "Do you know where the hard/safe corners are in each of your classrooms?"	Teachers will identify the hard/safe corners with their students. Specials areas teachers will review the hard/safe corners in their classrooms quarterly to ensure all students are aware.	Classroom Teachers	May 2022	Y	Quarterly	Review of safety procedures will be noted in lesson plans.

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?
Rainbow Elementary School will monitor student attendance, review early warning reports, hold teacher/parent conferences for truancy.	Administration, Guidance, Teachers	August-May	N	Weekly	Skyward Attendance, EdInsight Early Warner, Truancy Letters, Conference Forms
Procedural Safety Drills will be monitored monthly with the SAFE team. Feedback such as timing, maps, and raptor will be discussed as a team after each drill.	Administration, Guidance, Leadership Team	August-May	Y	Monthly	Raptor Logs
Rainbow Elementary School will implement a school wide program where all staff cooperates towards the common goal of reducing bullying and providing social emotional instruction to students for prevention.	Administration, Guidance Counselor, Teachers	August-May	Y	Quarterly	Behavior Data in Skyward
Rainbow Elementary School will monitor behavior and discipline with the PBS Team. Positive school wide SOAR tickets, PBS Team Meetings, and Student Support Groups (Guidance, Social Work, and Mental Health Counselor) will be in place to support the students.	Administration, Guidance Counselor, Teachers	August - May	Y	Monthly	Student Referral data reduced, BIP's, Counseling

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?
Students are placed in Primes math courses, enrichment reading/math clubs, and offered the opportunity to participate in after-school clubs.	Administration, Classroom Teachers, Club Sponsors	May 2022	N	Quarterly	Quarterly review of report cards, FSA data, Advanced Opportunities Report, Student Data Sheets

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?
Google Classroom	Amanda Marvulli	Ongoing	N	Monthly	Teachers will create a Google Classroom to be used during Blended Learning and classroom rotations.
Generation Genius	Amanda Marvulli	9/11/2021	N	Teachers will use Generation Genius in their classrooms to support instruction in mathematics and science.	During class, teachers will be observed using this program to increase student achievement.
Dreambox Learning	Vanessa Battreal and Heidi Kennedy	9/29/2021	Y	9/29/2021	Data will be monitored by instructional coaches and the MTSS team.

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 ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.	Partially Almost
All paraprofessionals receive professional development on ways to support SWDs in gen. ed.	Partially Beginning
General and special education teachers regularly plan instruction together.	Partially Beginning

Action Plan

Indicator 1

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.

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?
Schedules will be arranged to facilitate the participation of ESE Teachers to regularly participate in the PLC meetings of the grade levels they support.	Administration, ESE Teachers, Classroom Teachers	September 2021	Y	Twice a month	Lesson plans will include meeting attendance & reflect content.

Indicator 2

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?
Paraprofessionals will be provided training to support students in the Academic classroom curriculum	Administration, ESE Teachers	August/September 2021	Y	Once/semester; and then on an as-needed basis	Daily schedule; Lesson plans

Indicator 3

General and special education teachers regularly plan instruction together.

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?
Schedules will be arranged to facilitate the participation of ESE Teachers to regularly participate in the PLC meetings of the grade levels they support.	Administration, ESE Teachers, Classroom Teachers	August 2021	N	Twice a month	Lesson plans will include meeting attendance & reflect content.
Students will be scheduled in manner that allows for meaningful time with the ESE teacher supporting the students, and the regular education teacher.	Administration, ESE Teacher, Classroom Teachers	August 2021	N	Yearly; on-going as needed basis	Master schedule

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
PLC - Instructional Focus	1	Bi-Monthly	Instructional planning	Team Leaders	10	Administration
I-Ready work session	1	Bi-Monthly	Instructional	K-5, and ESE Teachers	45	Instructional Coach & Administration
ELA - Writing	#1	September 2021	ELA Framework - Writing long-range plans	ELA Teachers, ESE Teacher	7	Instructional Coach & Administration
Guided Reading	1	Monthly	Instructional	School-wide	45	Instructional Coach
School Safety, Child Abuse, Bullying	2	August & September 2021	Conditions for Learning	School-wide	90	Administration
PBS	2	Quarterly	This PD will lay the foundation for building the climate and culture of the school, in turn, leading to improved instruction.	All teachers and support staff	65	Vanessa Battreal
Solution Tree PLC at Work	1	8/4/2021	This activity will improved quality of instruction by helping teachers prioritize the topics of conversation during their collaborative team planning.	K-5 teachers, Administration, Coaches	65	Administration and Coaches

Write Score	1	8/25/2021	Write Score will provide resources for teaching texted based writing.	4th and 5th grade	11	Vanessa Battreal
K-3 Guided Reading	1	8/25/2021	Our instructional coach will support teachers with the implementation of the LLI curriculum.	K-3 Teachers, Instructional Coach	20	Heidi Kennedy
Committee Meetings	2	Quarterly	Committees will focus on conditions for learning. We will have the Fitness Committee, Hospitality, PBS, Family Relations, and Technology	School-wide	45	Administration