

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

Carillon 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 Carillon Elementary School is to ensure that all students acquire the knowledge, skills, and mindsets to be capable, connected, collaborative, and contributing citizens in our ever-changing world.

Provide the school's vision statement

Carillon Elementary strives to support our students in becoming Capable, Connected, Collaborative and Contributing members of the community. Our vision is for Carillon Elementary School to be identified as a premier elementary school in Seminole County and recognized for innovating learning environments, engaging instruction, strong relationships, and individualized student success.

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.

Parent and community feedback was utilized in developing this plan. Feedback was solicited both formally through the use of district (Snapshot) and School (Google Forms) developed surveys. Feedback was also solicited informally through PTA Meetings, SAC Meetings, and school events. The principal will provide a state of the school presentation for all stakeholders that summarizes the key points of the school improvement plan. The presentation will be recorded and shared through our school website to make it accessible to all. The presentation will include contact information in case stakeholders have additional questions.

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.

Carillon Elementary utilizes a multi-faceted approach to building positive relationships, communicating our mission and vision, and keeping parents informed of student progress. Teachers and staff members communicate with parents on a daily basis and hold parent/teacher conferences on a consistent basis to address student needs. Administration sends out a newsletter (both electronically and hard copy) at the beginning of every month and a general letter at some point during the middle of each month to keep parents informed on the many happenings at our school. Social media accounts and websites are updated on a regular basis in order to keep parents informed of school events and opportunities.

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)

Carillon Elementary PBIS team works with all stakeholders to develop a plan that includes school-wide expectations, class rewards, individual students' recognition in support of building a positive school environment. Carillon's goal is to sustain our PBIS model school status by using PBIS strategies so that all students can succeed.

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.

Administration Team The Administration team will facilitate and support school-wide implementation of our school-wide practices for PBIS. Teachers Teachers create a positive classroom that includes establishing clear expectations, predictable classroom routines, and an effectively designed classroom for learning. Parents Parental involvement is crucial in supporting a positive home to school connection. Parents can support school efforts by providing a safe and supportive environment for students, modeling positive behaviors, regular attendance, and participating in school events and activities. Students Students will be active participants in their learning and modeling good citizenship expectations.

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.

Carillon Elementary faculty and staff members utilize a proactive approach to meeting the needs of all students. Students experiencing difficulties are met with compassion and understanding. Teachers requesting assistance for students are given a menu of options for helping which may include counseling groups, mentoring, or activity participation. Carillon Elementary uses an Early Warning System as part of the Multi-Tiered System of Support to ensure that students with needs are being identified and supported.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Alexis Agosto	Principal	alexis_agosto@scps.k12.fl.us	Mr. Agosto is the instructional leader of the school and is ultimately responsible for completing both the mission of the school and the district. The principal is responsible for safety, relationships, and achievement of students and faculty/staff.
Shronda Granger	Assistant Principal	grangesz@scps.k12.fl.us	Mrs. Granger's responsibilities are to assist the principal in being the instructional leader for the school. Her responsibilities include, but are not limited to discipline, math instruction, evaluations, schedule creation, and data analysis.
Teodora Adames	Assistant Principal	teddy_adames@scps.k12.fl.us	Mrs. Adames' responsibilities are to assist the principal in being the instructional leader for the school. Her responsibilities include, but are not limited to custodial and facility supervision, literacy instruction and planning, evaluations, testing, dual language, and data analysis.
Jennifer Flora	Certified School Counselor	jennifer_flora@scps.k12.fl.us	Mrs. Flora serves the schools and student needs by fulfilling the responsibilities that include, but are not limited to, assisting with students in crisis, supervising and coordinating the SST schedule, and helping teachers who serve students with exceptionalities.
Amy Osbun-Rapp	Certified School Counselor	osbunram@scps.k12.fl.us	Ms. Osbun-Rapp serves the schools and student needs by fulfilling the responsibilities that include, but are not limited to, assisting with students in crisis, supervising and coordinating the MTSS process, and helping teachers who serve students struggling to make progress.
Cindy Hill	Instructional Coach	cynthia_hill@scps.k12.fl.us	Mrs. Hill's responsibilities include, but are not limited to, supporting instructional needs in Math and coordinating the Expanding Academic Readiness and Targeted Help (EARTH) blocks at Carillon. As a coach is responsible for completing the coaching cycles with K-5 teachers.

Kyrsti Zuccarini

Instructional Coach

kyrsti_zuccarini@scps.k12.fl.us

Mrs. Zuccarini's responsibilities include, but are not limited to, supporting instructional needs, and coordinating the Expanding Academic Readiness and Targeted Help (EARTH) blocks at Carillon. As a coach is responsible for completing the coaching cycles with K-2 teachers.

Tracy Robinson

Instructional
Coach/Educational
Technology Facilitator

robinstz@scps.k12.fl.us

Mrs. Robinson's primary responsibilities include but are not limited to, maintaining, and assisting the strong integration of technology into instruction at Carillon. Mrs. Robinson supports grades 3-5 in ELA. As a coach is responsible for completing the coaching cycles with 3-5 teachers.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Alexis Agosto	Principal	alexis_agosto@scps.k12.fl.us	Mr. Agosto is the instructional leader of the school and is ultimately responsible for completing both the mission of the school and the district. The principal is responsible for safety, relationships, and achievement of students and faculty/staff and ensuring rigorous instruction that includes the use of a standard based curriculum.
Teodora Adames	Assistant Principal	Teddy_adames@scps.k12.fl.us	Mrs. Adames' responsibilities are to assist the principal in being the instructional leader for the school. Her responsibilities include, but are not limited to custodial and facility supervision, literacy instruction and planning, evaluations, dual language, testing, and data analysis, and ensuring rigorous instruction that includes the use of a standard-based curriculum.
Shronda Granger	Assistant Principal	grangesz@myscps.k12	Mrs. Granger's responsibilities are to assist the principal in being the instructional leader for the school. Her responsibilities include, but are not limited to discipline, math instruction, evaluations, schedule creation, and data analysis, and ensuring rigorous instruction that includes the use of a standard-based curriculum.
Kyrsti Zuccarini	Instructional Coach	kyrsti_zuccarini@scps.k12.fl.us	Mrs. Zuccarini's responsibilities include, but are not limited to, supporting instructional needs for K-2 and coordinating the Expanding Academic Readiness and Targeted Help (EARTH) blocks at Carillon. As a coach is responsible for completing the coaching cycles with K-2 teachers.

Tracy Robinson

Educational Technology
Facilitator/Instructional
Coach

robinstz@scps.k12.fl.us

Mrs. Robinson's responsibilities include, but are not limited to, supporting instructional needs for 3-5 and coordinating the Expanding Academic Readiness and Targeted Help (EARTH) blocks at Carillon. As a coach is responsible for completing the coaching cycles with 3-5 teachers.

Christine Jamrok

Gifted Resource and
Enrichment Coordinator

Christine_Jamrok@scps.k12.fl.us

Mrs. Jamrok's responsibilities include, but are not limited to, enhancing, and coordinating the education of the gifted and creating and supporting enrichment activities for all 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.

Carillon Elementary has developed strong relationships with the community. Community volunteers are encouraged to visit and participate in many activities around campus to enhance college and career awareness. Numerous volunteers are utilized during our SPACE TEAMS (a school-wide enrichment program) to allow students a chance to learn about various topics and subjects related to Science, Technology, Engineering, Arts, and Mathematics.

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

Students at Carillon Elementary participate in a program called SPACE TEAMS (Students Pursuing a Culture of Excellence through Technology, Engineering, Arts, Mathematics, and Science.) Each student chooses from an extensive list of elective courses to enrich their learning experience.

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?
Create and utilize student data books entitled STRONG Albums to share their strength and interest, track their growth, and how they work together to learn and improve our school.	Leadership Team; Classroom Teachers	Developed in August 2021 and completed in May 2022	N	Ongoing throughout the school year	Observations and checking STRONG Albums throughout the year.
Utilize Wednesday afternoon PD time to share and articulate with teammates, and across grade levels, ideas on each of the 4 sections of the student Albums.	Principal	Quarterly	Y	Ongoing throughout the school year.	Teachers will complete reflection/learning logs to document participation.
Grade levels will participate in Student-Led Conferences for the 2nd Semester of the school year.	Leadership Team, Grade Level Teachers	Ongoing January-May	Y	Ongoing from January to May of 2022	Conference Forms will be reflective of the student led nature of the conferences.
Conduct PLC sessions with administrative representatives About STRONG Albums.	Leadership Team	Second Semester	Y	Quarterly	PLC Notes will be kept as evidence to reflect monitoring.

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?
Create an Academic Achievement Profile and Monitoring Google Doc for all students who fall in the Low 30%. We will refer to these students as our A30 students. This Google Doc will be added to throughout the school year.	Leadership Team	Ongoing throughout the school year	N	Ongoing throughout the school year.	Updated Google Doc.
Assign each member of the leadership team A30 students to be responsible for monitoring and ensuring classroom teachers are monitoring.	Leadership Team	Ongoing throughout the school year	N	Quarterly check-ins will be done.	Updated Google Doc.
A30 students will be invited to special family nights focused on developing a Family Academic Support Team for each student. (FAST Nights) These events will showcase student growth and also present families with ways to encourage academic growth at home.	Leadership Team	May 2022	N	These evenings will be held once a semester- November 2022, and February 2022.	Agendas and sign-in sheets will be created as evidence of monitoring for this strategy.

<p>Students will be placed in strategic intervention EARTH groups (Expanding Academic Readiness and Targeted Help) based on need and provided with instruction using Ready Books and other resources.</p>	<p>Coordination will be done by the Instructional Coaches</p>	<p>May 2022</p>	<p>N</p>	<p>Every six weeks, students will be regrouped.</p>	<p>EARTH Groups will be tracked and student monitoring will be done by classroom teachers and the leadership team.</p>
<p>Provide students with enrichment opportunities during SPACE TEAMS on Wednesdays.</p>	<p>ETF and Enrichment Coordinator</p>	<p>September 2021 and January 2022</p>	<p>N</p>	<p>10-week enrichment sessions will take place per semester.</p>	<p>Student enrichment opportunities will be closely monitored and tracked each semester.</p>

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?
Create an Academic Achievement Profile and Monitoring Chart for all students who fall in the High-Level 1/High Level 2 ranges. We will refer to these students as our H1 and H2 students. These charts will be added to throughout the school year.	Administration	September 2021	N	Reviewed on a quarterly basis with grade-level teams.	Shared Drive in Google Drive.
Assign each member of the leadership team H1/H2 students to be responsible for monitoring and ensuring classroom teachers are monitoring.	Administration	Assignments made in September 2021; Complete by May 2022.	N	Quarterly	Shared Drive in Google Drive.
H1 and H2 students will be invited to special family nights focused on developing a Family Academic Support Team for each student. (FAST Nights). These events will showcase student growth and also present families with ways to encourage academic growth at home.	Leadership Team	May 2022	N	These evenings will be held once a semester- November 2021, and February 2022.	Agendas and sign-in sheets will be created as evidence of monitoring for this strategy.

<p>Students will be placed in strategic intervention EARTH groups (Expanding Academic Readiness and Targeted Help) based on need and provided with instruction using Ready Books and other resources.</p>	<p>Coordination will be done by the Instructional Coaches</p>	<p>May 2022</p>	<p>N</p>	<p>Every six weeks, students will be regrouped.</p>	<p>EARTH Groups will be tracked and student monitoring will be done by classroom teachers and the leadership team.</p>
<p>Provide students with enrichment opportunities during SPACE TEAMS on Wednesdays.</p>	<p>ETF and Enrichment Coordinator</p>	<p>September and January 2022</p>	<p>N</p>	<p>10 week enrichment sessions will take place per semester.</p>	<p>Student enrichment opportunities will be closely monitored and tracked each semester.</p>

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?
Create an Academic Achievement Profile and Monitoring Chart for all students who fall in the Low Level 3 ranges. We will refer to these students as our L3 students. These charts will be added to throughout the school year.	Administration	August 2021	N	These charts will be added to on a Quarterly basis.	Shared Drive in Google Drive.
Assign each member of the leadership team L3 students to be responsible for monitoring and ensuring classroom teachers are monitoring.	Administration	Assignments made in August 2021; Complete by May 2022	N	Quarterly check-ins will be done.	Shared Drive in Google Drive.
L3 students will be invited to special family nights focused on developing a Family Academic Support Team for each student. (FAST Nights). These events will showcase student growth and also present families with ways to encourage academic growth at home.	Leadership Team	May 2022	N	These evenings will be held once a semester- September 202, and February 2022.	Agendas and sign-in sheets will be created as evidence of monitoring for this strategy.

<p>Students will be placed in strategic intervention EARTH groups (Expanding Academic Readiness and Targeted Help) based on need and provided with instruction using Ready Books and other resources.</p>	<p>Coordination will be done by the Instructional Coaches</p>	<p>May 2022</p>	<p>N</p>	<p>Every six weeks, students will be regrouped.</p>	<p>EARTH Groups will be tracked and student monitoring will be done by classroom teachers and the leadership team.</p>
<p>Provide students with enrichment opportunities during SPACE TEAMS on Wednesdays</p>	<p>ETF and Enrichment Coordinator</p>	<p>September 2021 and January 2022</p>	<p>N</p>	<p>10 week enrichment sessions will take place per semester.</p>	<p>Student enrichment opportunities will be closely monitored and tracked each semester.</p>

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?
Hire 2 certified substitutes to work with our instructional coaches to provide small group reading and/or math intervention sessions with our Tier 3/A30 students.	Administration	Hiring done by October 2021.	N	The substitutes will meet with groups at least twice per week for at least 30 minutes in grades 4 and 5.	Plans for the tutors will be kept as evidence of the monitoring for this strategy.
Conduct after-school sessions entitled "Boost Camp" for 8 days of instruction to Tier 3, A30, H1, H2, and L3 students with four teacher-led groups.	Assistant Principals	March through April 2022.	N	The sessions will be held after school for 1 hour and will focus on Reading, Writing, and Math.	Student formative assessments in writing, reading, and math will be kept as evidence.

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?
ESSER after school tutoring for 3-5students.		Assistant Principals	January 2022 to March 2022	N	The sessions will be held after school for 1 hour twice a week and will focus on Reading and Math.	Student formative assessments in reading and math will be kept as evidence.

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?
Provide weekly reports to teachers and administration of students who have reached 5 absences.	Leadership Team	September 2021	N	Monthly	Lists of students will be kept in administrative conference room.
Reach out to families with a positive approach to improving attendance.	Administration and Certified School Counselors	September 2021	N	Ongoing throughout the school year.	Minutes of meetings with families will also be kept to document and serve as evidence.

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?
Coordination of the Responses to Emergency Situation	Work with the school resource deputy to re-assess the current plan and the campus and adjust accordingly.	Principal/ School Resource Deputy	August 2021	N	This action will take place during the month of August.	Changes to the outline of the current plan.
Identification and Communication of Emergency Responses	An outline of responses will be shared during monthly staff meetings in order to emphasize and stay current with safety protocols and requirements.	Principal/ School Resource Deputy	Start- August 2021 through May 2022	N	Monthly during Faculty/Staff Meetings	Sign-In Sheets and Presentation Materials

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?
Encouraging and promoting PTA/SAC participation in the decision-making process and family engagement activities.	Leadership Team	August to May 2022	N	Ongoing throughout the year.	Sign-in sheet of meetings/emails will be documented as evidence.
Surveys asking for staff feedback and preferences so they can be part of the decision-making process.	Leadership Team	August to May 2022	N	Ongoing throughout the year.	Surveys will be kept as evidence.
Attending PTA sponsor events.	Leadership Team	August to May 2022	N	Ongoing throughout the year.	A list of events will be kept as evidence.
Providing individual and group recognition for teachers.	Leadership Team	August to May 2022	N	Ongoing throughout the year.	Google Document will be kept as evidence.

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 students for Advanced Opportunities and monitor participation in Carillon-specific opportunities.	Administration and Leadership Team	August 2021q	N	Initial identification done by August. We will continue to seek students to identify for advanced opportunities.	Students will be tracked and monitored on Academic Achievement Profile and Monitoring Forms.
Provide students with enrichment opportunities during SPACE TEAMS on Wednesdays.	ETF and Enrichment Coordinator	September 2021 and January 2022	N	10 week enrichment sessions will take place per semester.	Student enrichment opportunities
Oviedo-Hagerty Cluster- Math Focus Articulation	Principal	August 2021- May 2022	N	Ongoing throughout the year	Cluster meeting notes and school visitation schedule.

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?
ICT Multi-Media Essentials Test Implementation during SPACE TEAM and SPECIALS	Instructional Coach ETF	January- May 2022	N	Second Semester	Certification Test

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

All special education teachers are full, collaborative members of a general education curriculum team.	Partially Beginning
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General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Beginning
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Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.	Not Yet
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Action Plan

Indicator 1

All special education teachers are full, collaborative members of a general education curriculum team.

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?
Allow exceptional education teachers to provide feedback on grade level participation.	Alex Agosto, Jenn Flora	August 2021	N	Once	Feedback will be collected and analyzed.
Utilize feedback from Action Step #1 to assign ESE teachers to general education teams.	Alex Agosto, Jenn Flora, Instructional Coaches	August 2022	N	Once at the beginning of the school year with the potential to revisit later in the school year.	PLC meeting notes will be taken which will allow for monitoring of the participation.
Build a structured schedule for allowing ESE teachers to participate in the PLC's of general education teammates. It will need to include at least one opportunity with the assigned grade levels every two to four weeks.	Alex Agosto, Teddy Adames, Shronda Granger, Jenn Flora	September 2021	N	Schedule will be adjusted as needed throughout the school year	The schedule and PLC notes will serve as evidence of this strategy.

Indicator 2

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

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?
Build a structured schedule for allowing ESE teachers to participate in the PLC's of general education teammates. It will need to include at least one opportunity with the assigned grade levels every two to four weeks.	Alex Agosto, Shronda Granger, Teddy Adames, Jenn Flora	September 2021	N	Schedule will be adjusted as needed throughout the school year	The schedule and PLC notes will serve as evidence of this strategy.

Indicator 3

Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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?
Creating a Master Schedule for Inclusion	Administration	May 2021	Y	May 2022	Creation of a master schedule.
Students with Exceptionalities will be invited to participate with their Families in our FAST Night (Family Academic Support Team).	Administration	November 2021 and February 2022	N	Twice during the school year. November 2021 and February 2022	FAST Night Plans will be created and collected to monitor the effectiveness of this strategy.

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
What to include in Students' STRONG Albums?	1	August 2021	Providing students with differentiated instruction	Instructional Faculty	75	Administration
Deliberate Practice Plan Development	1	August 2021	Differentiation and Modes of Instruction	Instructional Staff	75	Administration
Student Albums and Student-Led Conferences	1	November 2021	Instructional Differentiation and Tips from our Connected Learning Mentor	Instructional Staff	75	Administration
PD- Learning about Best Practices	1	October 2021, November 2021, December 2021,		Instructional Staff	75	Administration
Quality Instruction PD	1	December 2021	Instructional Techniques Associated with High Yield	Instructional Staff	75	Administration
Emotional and Social Well-Being	2	October 2021	Social/Emotional Behaviors and Learning will be the topic and it will enhance the types of instruction at each level and with each instructional model.	Instructional Staff	75	Administration

BPIE Components	1	November 2021	Differentiation Strategy	All Staff	75	Administration
Collaboration with District Exceptional Student Services for Future Inclusion Network Master Schedule	1	May 2022	Differentiation Strategy	ESE Teacher, Specific Classroom Teachers	30	Administration
Skills for Future Ready Graduates	1	February 2022	Skills for Future Ready Graduates	Instructional Staff	75	Administration