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.

Forest City 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 Forest City Elementary School community is dedicated to preparing all students to become lifelong learners in a safe and caring educational environment.

Provide the school's vision statement

To develop a growth mindset, ensure rigorous instruction, and build positive relationships within our school culture that will lead to academic growth in every student.

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 Improvement Plan is shared with SAC and PTO members. Suggestions are taken and stakeholders have the opportunity to add their input and recommendations where possible. Items will be shared through school messenger, Facebook Live and Zoom meetings.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTO Boards, (6) inviting families to attend PTO meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Forest City Elementary believes in getting its stakeholders involved to create a positive school culture and environment. Parent involvement and communication are key components when working to achieve this sense of family and culture. Establishing relationships through various activities, such as Family Engagement Events, before/after school programs, clubs, parent/teacher conferences, as well as daily communication in regard to student achievement. There are several educational opportunities for parents and families to learn about the things that take place at FCE. Parents provide input as to their needs at home and here at school. Students are recognized with awards for their behavior, both in the classroom and school wide. Teachers have access to resources within the school Hootie Store, where they can take what they need to reward students at their discretion. Incentives are many times not limited to just these items, but also extends to experiences provided by the teacher or administration at FCE. There is a student of the week each week, as well as a student of the month. The student of the month is an opportunity that extends home to the family and is supported by a few of our local business partners. if behavior is interfering with the learning experiences of the student(s), there are several support systems available for student, family, and teacher. Each school has a District Mental Health AND School Counselor that can assist with things that may be going on personally and as a family. Forest City also has a W.I.S.E Owls program for those students who may have been identified as at risk (risk defined as needs of each student on a case-by-case basis) and includes the mentoring of students by teachers at FCE. Forest City also started a Girls on the Run Club this year, which focuses on fitness and building the confidence of young ladies and bringing out their leadership abilities. Through the relationships that are created, students, parents, and teachers will work together to create an atmosphere of creativity, positivity, and accountability- both academically and behaviorally. Forest City is not only teaching academic skills, but also life skills.

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.

Forest City Elementary stakeholders include parents, students, teachers, community partners, and community members. Parents are the foundational stakeholder for students here at FCE. It is important for that relationship to be established with every parent. With this commitment by teachers, Forest City can support the needs of every student. These needs may vary from educational, behavioral, nourishment, mental health support, clothes, or extracurricular. FCE Staff, not just teachers are responsible and stakeholders for both the students and parents. The staff at Forest City elementary is committed to providing each student with a safe and equitable education. Staff is also responsible for helping the parents to understand the expectations of the students and the teamwork needed to facilitate higher level learning. Parents can reach out to teachers or support staff for any additional support they may need to help their own child. This even includes District Level Support, as Title 1 is a main component and resources are available from the district. Family Engagement is an opportunity where all stakeholders can become involved in the positive culture. Forest City prides itself on including as many stakeholders as possible when creating our various events. Most of the time, these events will bring in various community members to help but has been limited due to recent COVID protocols. Facilities are also rented to a local church, gaining their support for students, and providing resources for learning. Business partners are frequently sponsoring our luncheons for student achievement, as well as spirit nights. FCE has invited local universities to take part in these events as well. The community is interdependent regarding school, families, and learning here at Forest City Elementary.

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.

The school ensures that the social-emotional needs of all students are being met by teacher referral for intervention. The guidance team meets students and families and makes referrals for outside agencies. Ongoing in-house intervention and support is also provided. Small group and individual counseling is available based on need from the guidance team. The MTSS team meets with teachers to address ongoing and new behavioral/social-emotional needs/concerns for all students.

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

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

List the members of the leadership team.

Name	Title	Email	Responsibilities
Joseph A. Avellino	Principal	Joseph_Avellino@scps.k12.fl.us	Instructional Leader
TBD	Assistant Principal		Instructional Leader
Brandon Thompson	SAM	Brandon_thompson@scps.k12.fl.us	Discipline, Title 1 Compliance, Business Partners, MTSS, Facilities

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Amanda Baptist	Instructional Coach	Amanda_Baptist@scps.k12.fl.us	Math/Science k-5, MTSS, iReady
Karen Tittle	Instructional Coach	Karen_Hilley-Tittle@scps.k12.fl.us	ELA 3-5, MTSS
Cindy Rosenberg	Instructional Coach	Cindy_Rosenberg@scps.k12.fl.us	ELA k-2, MTSS
Ashlay Moore	School Counselor	Mooreaz2@scps.k12.fl.us	Student Study, MTSS, Mental Health

Public and Collaborative Teaching

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

All teachers are required to meet within their Professional Learning Community to analyze data and plan collaboratively. District and school based instructional coaches support and assist the facilitation of these sessions, along with administration. In addition, administration plans team building activities at staff meetings, while our Forest City Elementary School Hospitality Committee plans both on and off campus activities.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2020. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

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

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

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

Student Transition and Readiness

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences. Middle schools meet with school teams to identify students needing remedial and advanced coursework as they transition to 6th grade.

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

Students participate in a variety of activities to prepare for college and career awareness. Students are exposed to multiple forms of technology and coding to prepare for a career in the digital age. Teach-In provides students with an opportunity to learn about a variety of career choices and future employment opportunities. In addition, the Dual Language program offers students exposure to both English and Spanish in order to ensure a higher level of marketability in the global workforce.

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

Students are exposed to technological resources and coding opportunities (CS2020) to prepare for careers or technical education programs. In addition, the blended learning model affords students the opportunity to gain a better understanding of technology and its benefits through the use of personalized learning. In addition, the STEM program affords students the opportunity to interact with a wide variety of technological resources in the areas of science, technology, engineering, and mathematics.

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?
Monitor iReady ELA/Math Tracking: Time, performance, and growth/stretch goals.	Classroom Teachers, Instructional Coaches, Administration, Students	Ongoing	Y	Ongoing	-Student-Teacher Data chats -PLC - Data driven discussions -Admin-Teacher iReady data discussions
Students complete Data Reflection Sheets correlated to Learning Targets	Classroom Teachers, Instructional Coaches, Administration, Students	Ongoing	y	Ongoing	'-Student-Teacher Data chats -PLC - Data driven discussions -Admin-Teacher iReady data discussions
iReady time/growth teacher conferences	Classroom Teachers, Instructional Coaches, Administration, Students	Ongoing	Y	Ongoing	'-Student-Teacher Data chats -PLC - Data driven discussions -Admin-Teacher iReady data discussions

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?
iReady data wall tracking proficiency and growth	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	'-Tracking progression on data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight
Monitor student data from EdInsight using Spotlight repor	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	'-Tracking progression on data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight
Monitor LQ30 students in MTSS and PLC meetings	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsigh
Assign and monitor Tier2 or Tier 3 interventions	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight
Data review in Leadership Team meetings	Classroom Teachers, Instructional Coaches, Administration	Ongoing	Y	Ongoing	'-Tracking progression on data wall - Grade level MTSS meetings recorded in EdInsight - Tier 2/3 Intervention plans recorded in EdInsight

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 identified on data wall	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Assign and monitor Intervention groups ELA/Math push in grades 3-5	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Monitor HL1/HL2 student data from EdInsight using Spotlight report	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences

Monitor progress through MTSS and iReady	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Provide targeted intervention, and tutorial as needed (ESSER and Title 1)	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Data review in Leadership Team meetings	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'-Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on HL1/HL2 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences

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 identified on data wall	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Assign classroom Intervention ELA/Math	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Monitor LL3 student data from EdInsight using Spotlight report	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences

Monitor progress through MTSS and iReady	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y	Monthly	'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance -Data wall tracking -Parent conferences
Provide targeted intervention, and tutorial as needed	Classroom Teachers, Instructional Coaches, Tutorial Teachers, Administration	Ongoing	Y		'- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences
Data review in Leadership Team meetings	Classroom Teachers, Instructional Coaches, Intervention Teachers, Tutorial Teachers, Administration	Ongoing	Y	Monthly	- Grade level MTSS meetings recorded in EdInsight - Admin-Teacher data discussion on LL3 student progress - Monitor tutorial attendance - Data wall tracking - Parent conferences

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?
Provide targeted intervention and tutorial as needed in both ELA and Math.	Tutorial Teachers, Administration	Ongoing	Y	Beginning October 1st 2021 Tuesday and Thursday from 3:15-4:30	Admin-Teacher data discussion, Monitor tutorial attendance, iReady Growth monitoring, Progress monitoring (progress reports /report cards), Parent Teacher conferences
To increase student engagement in the learning process, fostering academic improvement and a greater understanding of both Math and ELA standards.	Tutorial Teachers, Administration	Ongoing	Y	Beginning October 1st 2021 Tuesday and Thursday from 3:15-4:30	Admin-Teacher data discussion, Monitor tutorial attendance, iReady Growth monitoring, Progress monitoring (progress reports /report cards), Parent Teacher conferences

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?
Monitor Early Warning System	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences
Attendance letters	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences
Truancy procedures	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences
Leadership Team meetings	Administration, Teachers, Social Worker, Guidance Counselor	Weekly	N	Monthly	Parent notification and conferences

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?
Student Teacher/staff Trust	Strategies to improve relationships Listen to students, ask questions, respond intentionally, acknowledge students feelings, advocate for individuals, open up to students, get to know your students, develop a classroom/school wide atmosphere of trust. Utilize Sanford Harmony	All faculty and staff	8/10/2021	Y	Throughout the school year	increase percentage on safety survey
Student Emergency preparedness	1.Conduct monthly safety drills 2.View Safety power-points and videos 3.Talk about safety in the classroom 4.Review content and procedures in all areas of the school 5.Discuss the difference between feeling unsafe and safety preparation.	Admin , SRO, All Staff	8/10/2021	Y	Monthly	Increase percentage on safety survey

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?
SAC Meetings	Title 1 Coordinator, Admin	Monthly	N	Monthly	Sign in Logs, and meeting notes
PTO Meetings	Title 1 Coordinator, Admin	Monthly	N	Monthly	Sign in Logs, and meeting notes
Family Engagement Events	Title 1 Coordinator, Admin	Monthly	N	Monthly	Sign in Logs, and meeting notes

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?
Monitoring of behavior/discipline	PBS Committee Meetings to improve behavior with a focus on safety - Hootie dollars incentive, Student of the Month, Social Emotional Curriculum, Sanford Harmony, Small group support, Discipline Data Review, Leadership Team meetings	Administration, Teachers, Social Worker, Guidance Counselor, Behavior Specialist	Weekly	Yes- On Sanford Harmon	Monthly	Discipline referrals Google Doc- behavior tracking sheet 5Essentials Survey Results

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 AO students in Skyward	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard
Identify AO students for academic placement	Classroom Teachers, Instructional Coaches, Administration, Gifted Resource Teacher, Guidance Counselor	Quarterly	Y	Quarterly	Data Review and Analysis from EdInsight, Academic progress monitoring, iReady data, FSA data, AO Dashboard

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?
Utilize CS 2020 Framework implementation	Classroom Teachers	Weekly	Y	Semester	Data Review, Academic progress monitoring, Grade level PLC, Industry certification exam passing rate
Programing/ Multimedia essentials practice test	Classroom Teachers	Weekly	Y	Semester	Data Review, Academic progress monitoring, Grade level PLC, Industry certification exam passing rate

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?

Engage the Class in Setting Behavior Expectations: To reach all students, the school must follow some core assumptions. The first is that early intervention is critical to preventing problems from getting out of control. Teachers include students in determining the class expectations. Students are encouraged to self-monitor and self-evaluate. Reflections include academic and behavioral feedback. Encourage Advanced Learners. Progress monitoring must be implemented to inform instruction. Students who are working at and above grade level are offered opportunities to remain actively engaged in accelerated learning. Project based, differentiated, and research-based lessons are available to students in all grade levels from kindergarten to fifth grade. Engage Parents with Positive Communication Opportunities: Communication must be promoted as a top priority. Parent involvement and real-time feedback on student data are essential parts of Forest City's plan to make 100% student learning gains in the 2021-2022 school year. Model and Promote Positive Behaviors. When in common areas, teachers provide opportunities for students to exhibit proper behaviors. Students associate teacher and staff approval with self-pride. Grade level teams instill personal responsibility in all students from kindergarten to fifth grade.

Action Plan

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?
School personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies).	Administration, ESE Teachers	On going	Y	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels
Special education teacher are available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students with SST.	Administration, ESE Teachers	On going	Y	Weekly	Elective teachers are aware of who the students are with disabilities, and they are made aware of the concerns when needed.

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 SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities	Partially Almost
Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.	Partially Beginning
All special education teachers are collaborative members of a gen. ed. curriculum team	Partially Beginning

Action Plan

Indicator 1

All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities

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?
School personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies).	Administration ,ESE Teachers	On going	Y-PD a PLC meeting	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels.
All SWDs have access to all school facilities and nonacademic activities. • Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities	Administration ,ESE Teachers	On going	Y- PD a PLC meeting	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels.
Case managers monitor the participation of SWDs in non-academic activities.	Administration ,ESE teachers	On going	Y-PD a PLC meeting	Weekly	All students are able to take part in chorus, art club, cross country and other programs offered throughout the school year. We continue to work with the classes of students with disabilities to include them in field trips with specific grade levels.

Indicator 2

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.

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?
ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications.	Administration, ESE Teachers	On going	Y-PD a PLC meeting	Weekly	Elective teachers are aware of who the students are with disabilities and they are made aware of the concerns when needed.
The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers	Administration, ESE Teachers	On going	Y-PD a PLC meeting	Weekly	Elective teachers are aware of who the students are with disabilities and they are made aware of the concerns when needed.
Special education teacher are available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students with SST.	Administration, ESE Teachers	On going	Y-PD a PLC meeting	Weekly	Elective teachers are aware of who the students are with disabilities and they are made aware of the concerns when needed.

Indicator 3

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

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.	Administration , ESE Teachers	On going	Y- PD a PLC meeting	Weekly	Special education teachers are not assigned a specific grade level, however they attend school wide professional development and grade level PLCs when applicable.
Special and general education teachers meet regularly to share information on curriculum and individual student support needs	Administration , ESE Teachers	On going	Y- PD a PLC meeting	Weekly	Special education teachers are not assigned a specific grade level, however they attend school wide professional development and grade level PLCs when applicable.
FCE elementary school special education teacher are active members of all grade level teams.	Administration , ESE Teachers	On going	Y- PD a PLC meeting	Weekly	Special education teachers are not assigned a specific grade level, however they attend school wide professional development and grade level PLCs when applicable.

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
iReady - Data Tracking 1	1	10/9/21	Instructional	Teachers k-5	80	Administration, Coaches, Teachers
LLI Reading Intervention Program	1	9/20/21	Reading Intervention	Grades k-5	60	Admin, Coaches, Teachers
Differentiated instruction K-5	1	Fall 2021	Tailoring instruction to meet individual needs. Teachers will learn how to differentiate content, process, products, the learning environment and flexible grouping to ensure a successful approach to instruction.	Teachers K-5	50	Admin, Instructional Coaches
Intervention grouping using data	1	9/10/2021	Instructional	PLC All grade levels	55	Admin., Coaches, Teachers
Improving Collaborative Opportunities through PLC	1	Fall 2021	The goal of collective inquiry within a PLC is to build shared knowledge by utilizing new methods of teaching and examining best practices. This allows both new and experienced teachers to contribute to the decision-making process and employ their teaching style.	Teachers K-5	50	Admin, Instructional Coaches

Bullying Prevention	2	10/1/21	Safety	All FCE faculty and staff	80	All FCE faculty and staff
School Safety	2	10/1/21	School safety and student emotional support	All staff	80	Admin. SRO
CS2020 Implementation	3	9/20/2021	Instructional	All staff	55	Admin, Teachers
AO student overview MTSS/Tier	3	09/20/21	All staff	Teachers K-5	60	Admin, Instructional Coaches, Teachers
Google Classroom	1	09/8/2021	Instructional	All Grade Levels	80	Admin, Tech support
Curriculum Project	1	09/1/2021	ESE Circle Curriculum	ESE Teachers/Para	10	Admin, CP Teachers , CP Lead
Formative Assessments	1	09/6/21	Instructional Support	All Classroom Teachers	60	Admin, k-5 teachers
iReady acceleration- Reading Mid year data	1	12/09/2021	Allow teachers to utilize the tools from iReady to identify students in need of acceleration	3-5	25	Admin, Reading Coaches
Dream Box Mathematics Program	1	Fall 2021	Assist with closing academic gaps in math grades k-5 for Tiered 2 students.	K-5	50	Admin, Math Coach