

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

Red Bug 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

Red Bug Elementary is dedicated to providing the highest level of education to all students while increasing achievement.

Provide the school's vision statement

We believe all students can succeed with BUGS behavior; Be Responsible, Use Respect, Grow Every Day, and Stay Safe.

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.

Input from Red Bug's SAC and PTA was considered when developing the plan. The School Improvement Plan will be posted on Red Bug's website for all stakeholders to access.

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.

Strong relationships begin with personal phone calls from our teachers to their new students each year, and are strengthened through our Open Houses and Curriculum Nights. Student-led data conferences are routinely held. Throughout the school year, multiple events are held to offer parent education and support and to provide opportunities for students to show their school successes in many ways. The parent Portal in Skyward is open to all of our families to access grades and attendance information. There is a Red Bug website and Red Bug Facebook page to share important information with stakeholders. We celebrate our dedicated PTA, our SAC and our Dividend Volunteers and Room Parents. Our annual Family Picnic quickly became a beloved event. We send out a weekly telephone call to inform our families of upcoming events.

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 Behavior Intervention Supports is a top priority at Red Bug. A common language has been developed for students' B.U.G.S. behavior along with expectations in each location of the school. Students are recognized and rewarded for demonstrating positive behaviors on campus. Red Bug has been a PBIS Gold School for the past three years. This past year, Red Bug was recognized as a Resilient School.

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.

Red Bug has a PBIS committee that meets monthly to plan events and expectations for the school year. The PTA works closely with the school to support the PBIS efforts and creates events for families to network. Each month the PTA hosts a spirit night at a local restaurant to support local businesses and to encourage family involvement in school events. Red Bug's Social Worker communicates regularly with a number of families to provide support and offer additional services, such as Families in Need and the SNAP program with Seminole County Sheriff's Office. These services provide counseling and resources to families in need.

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.

Each Wednesday, class meetings are held to build a sense of classroom community and teach social-emotional skills to help students positively interact with their peers. Teachers utilize the Sanford Harmony kits to build classroom community and positive relationships within the class setting. RAP volunteers and mentors would meet with students regularly to build academic achievements and act as cheerleaders to build confidence with our young readers. In addition, grief support groups and divorce support groups are examples of counseling and pupil services that provide as-needed assistance. Our fifth grade students learn about self-esteem and making positive choices through our FOCUS program. Red Bug students and families are supported in many ways through generous donations of necessary school supplies, food staples, and clothing and toys for our Giving Tree.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Christine Sharpe	Principal	Christine_Sharpe@scps.k12.fl.us	Oversee all operations of the school.
Kristin Sweeney	Assistant Principal	Kristin_Sweeney@scps.k12.fl.us	Assist in overseeing all operations of the school.
Jason Hawley	School Administration Manager	Hawleyjz@scps.k12.fl.us	Support facilities and maintenance, CSM, Test Coordinator
Pam Bailey	Guidance Counselor	baileypr@scps.k12.fl.us	Coordinate ESE and MTSS responsibilities, provide SEL resources/training to staff, students
Victoria Redding	Reading Coach	Victoria_Redding@scps.k12.fl.us	Support teachers/students with reading resources/strategies. Oversee Tier 2 and 3 Reading Interventions
Tami Heins	Math Coach	Tami_Heins@scps.k12.fl.us	Support teachers/students with math resources/strategies. Oversee Tier 2 and 3 Math Interventions

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Victoria Redding	Reading Coach	Victoria_Redding@scps.k12.fl.us	Supporting teachers with resources, attend PLCs, deliver professional development, provide Tier 3 interventions, oversee MTSS,
Tami Heins	Instructional Coach	Tami_heins@scps.k12.fl.us	Supporting teachers with resources, attend PLCs, deliver professional development, provide Tier 3 interventions, oversee MTSS, iReady Champion
Caren Anest	Paraprofessional	Caren_Anest@scps.k12.fl.us	Prepare materials, support tiered interventions
Christine Sharpe	Principal	Christine_Sharpe@scps.k12.fl.us	Oversee all school operations
Kristin Sweeney	Assistant Principal	Kristin_Sweeney@scps.k12.fl.us	Work with principal to oversee all school operations
Pamela Bailey	Guidance Counselor	baileypr@scps.k12.fl.us	Support ESE initiatives, provide counseling and support for student body, oversee 504 plans

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.

Our guidance department works with students on middle school magnet program selection and decision-making for their future. We provide FOCUS education for our fifth grade students through the Seminole Sheriff's Office. We also participate in Teach In for career awareness. All students participate in a STEM class to provide opportunities to explore coding, robotics, and other STEM activities.

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

Our school offers PRIMES classes for fourth and fifth grade students so that our students can be prepared for advancement opportunities where able. We are active participants in the Lake Howell Cluster to ensure vertical articulation. We partner with 6th grade teachers and administrators at Tuskawilla Middle School to strengthen the achievement levels of the students who rise. Red Bug offers Dual Language classes for students in grades K-5. Students are immersed in courses spoken in English and in Spanish to help students learn a second language and be more competitive in the global economy. Students are given the opportunity to participate in clubs such as SECME and Odyssey of the Mind to collaborate with fellow students on critical thinking activities.

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?
Students will maintain data notebooks, including a digital format, that will be regularly updated throughout the year	Students, Classroom and ESE teachers, Administration	5/25/2022	No	Baseline, Mid-year, End of Year, and quarterly	Notebooks will include iReady data and subject specific data
Teachers will conference with students regularly to develop goals and monitor progress.	Classroom and ESE teachers, Administration	5/25/2022	No	Baseline, Mid-year, End of Year, and quarterly	Student/teacher conference forms

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?
Lowest 30% will be monitored on a regular basis during designated PLC, MTSS, and Leadership Team meetings. Tuesday PLC meetings will be devoted to data chats and sharing new information/strategies.	Teachers, Coaches, Administration	5/25/2022	Yes	During MTSS cycles, Tuesday/Thursday PLC data meetings	Class data tracking sheets, MTSS and PLC notes, Lowest 30% grouping in iReady. Trend Tracker data will be shared to look at trends in Tier 1 instruction and PD will be offered based on results.
Students will be strategically placed in intervention groups and progress will be monitored by MTSS team.	Leadership Team (Coaches, Administration, SAM, Guidance)	5/25/2022	No	During MTSS cycles (6 week intervals)	MTSS meeting notes, Lowest 30% data tracking sheet
After school tutoring will be offered to students in the Lowest 30% twice weekly.	Instructional coaches, tutorial teachers	March 2022	No	Fall and Spring semesters, twice weekly.	iReady standards assessment quizzes will be used to monitor effectiveness.

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 as High Level 1 and High Level 2 will be closely monitored during PLC and MTSS meetings. Students will be assigned appropriate Tier 2 or 3 interventions based on need.	Classroom and ESE teachers, Coaches, SAM, Administration	5/25/2022	No	Monthly	iReady Instructional group reports, MTSS notes, Electronic data sheets
Students identified as High Level 1 and High Level 2 will be assigned a mentor for regular updates and academic monitoring. Mentors will schedule meetings in person or via Google Meet to check on student progress.	Leadership Team (Coaches, Administration, SAM, Guidance)	5/25/2022	No	Monthly updates in Leadership Team meeting	iReady Instructional group reports, Electronic data sheets

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 will participate in daily intervention, WIN, with targeted instruction based on individual student need.	Teachers, Coaches	5/27/2022	No	Four days per week	Leadership team notes, data tracking sheet, iReady data
Teachers will participate in PLCs and PD to determine appropriate resources to differentiate instruction to best meet the needs of Low Level 3 students.	Administration, Coaches, Teachers	5/25/2022	Yes	PLCs will take place regularly throughout the year. Coaches check in with teams weekly to provide support.	PD Sign in sheets, learning logs, walkthrough data in iObservation
Administration will conduct regular walkthroughs using LSI Trend Tracker to look at trends in instructional practices. The results of these walkthroughs will be used to determine topics for professional development throughout the year.	Administration	May 2022	Y	ongoing September 2021 through May 2022	Trend Tracker data, PD sign in sheets, learning logs

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?
Tutorial funds will be used to hire personnel to provide small group instruction to Lowest 30% in Reading and Math.	Administration	5/25/2022	No	October 2021 - April 2022	Lesson plans, class data tracking sheets, iReady data
Offer after school tutorial classes for High Level 1 and High Level 2 students.	Administration	5/25/2022	No	October 2021 - April 2022	Tutorial attendance records, iReady reports, data tracking sheets

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?
Leadership team will monitor attendance reports during weekly meetings. Parents will be notified of excessive absences and tardies. School team will work with parents to encourage regular attendance.	Certified School Counselor, Social Worker, Administration, Classroom Teachers, FTE Clerk	5/25/2022	No	quarterly	Skyward attendance records, EdInsight Truancy letters, parent/teacher conference forms

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?
School Safety	Staff members will learn how to use Raptor Identification program and will participate in quarterly safety trainings.	All staff and SRO	5/25/2022	Y	Quartely safety meetings	After Action reports uploaded in Raptor

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?
All parents will be invited to conference with teachers at least twice per year to review student data and curriculum.	Classroom teachers, parents	May 2022	No	Twice annually	Conference notes
The School will work closely with PTA to offer events for families to build relationships and networking.	School Administration, PTA	May 2022	No	3-4 times throughout the year	survey

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?
Campus Cleanliness	In an effort to provide a safe, sanitary campus for students and adults, custodians and SAM will receive trainings for updates to sanitation process (including mister sanitation). Teachers will receive sanitation kits and training.	Administration, SAM, Facilities department	5/25/2022	Yes	Custodians and teachers will participate in trainings at the beginning of the school year.	Sign in sheets
Building a diverse staff representative of Red Bug's student population	Administration will work to hire faculty and staff that represents the racial make up of the student body.	Principal, Assistant Principal	May 2022	N	ongoing	Race ratio report

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 in AO groups will be monitored and will receive enrichment opportunities during school-wide intervention, WIN time.	Teacher of the Gifted, Classroom teachers	5/25/2022	No	Four days weekly	Lesson plans
Students will participate in STEAM class on the specials rotation to learn about coding, robotics, technology, science, and other STEAM topics.	STEAM teacher	5/25/2022	Yes	Students will attend class on the specials wheel.	STEAM lesson plans
All students will be offered the opportunity to participate in Red Bug's Dual Language program.	Administration, Dual Language teachers	5/25/2022	Yes (World Language Dept	Invitations are sent in Spring each year for interested families	Dual Language class lists, Skyward grades, class data tracking 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?
5th Grade students will participate in Computer Science activities and testing to earn certification.	STEM Teacher	May 2022	Yes	ongoing	Certification results

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?

Red Bug is ranked #1 for safety based on the Safe Schools report. Red Bug will continue the use of PBIS program for positive behavior.

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?
ESE teachers will participate in regular meetings to review data and policies to ensure quality instruction for support facilitation and direct instruction.	SSRS, School Administration	ongoing	Yes	quarterly	learning logs, student data sheets

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school has developed and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE

Partially Beginning

Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.

Partially Almost

Administrators communicate expectations for all personnel to share responsibilities for all students.

Partially Almost

Action Plan

Indicator 1

The school has developed and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE

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?
The leadership team will meet regularly to review student data and will communicate findings with grade level and ESE teachers.	Leadership Team (Administration, Coaches, SAM, Guidance)	5/25/2022	No	Monthly	iReady and class data reports
Provide resources for parents that include goal improvement efforts and strategies for support via website and conferences	Guidance, ESE team	5/25/2022	No	August/September 2021	List of resources on website, improved IEP goal attainment, ESE survey results
Staffing Resource Specialist will meet with the ESE teachers to review compliance measures and discuss strategies for effective support facilitation.	Student Staffing Resource Specialist	5/25/2022	No	Once per semester	Sign in sheets

Indicator 2

Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.

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 professional development on successful inclusions strategies as part of the Thursday PLC meetings.	Administration , ESE teachers	5/25/2022	Yes	Once per quarter	Learning logs, lesson plans
Provide time during grade level PLC meetings for grade level teams to discuss inclusion strategies and share ideas for quality instruction.	Administration , Teachers	5/25/2021	No	Weekly PLC meetings (Tuesday)	Lesson plans, PLC notes

Indicator 3

Administrators communicate expectations for all personnel to share responsibilities 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?
Communicate with staff the importance of Collaborative Teachers and Collaborative Responsibility as an element to an effective school model. Model examples of collective responsibilities during staff meeting.	Administration	05/25/2022	No	embedded in staff meetings monthly	Sign in sheets, 5 Essentials data
Administration will attend MTSS and SST meetings to ensure collective responsibility of ESE students. All teachers will be aware of IEP goals and BIPs as it relates to the needs of each classroom.	Administration , Teachers	5/25/2022	No	Ongoing in weekly meetings	MTSS and SST meeting notes

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 Data Chats - teachers will meet regularly to look at common assessments to determine mastery, reteaching, and next steps for instruction.	1	monthly meetings held on Thursdays	Mastery of standards, subgroup data analysis	grade level teachers	45	Administration
Quality Instruction PD based on Trend Tracker data. Within each trimester, teachers will participate in professional development that shares Trend Tracker data and subsequently participate in training based on the results of the trends.	Quality Instruction	November, February, April	Trainings will be coordinated based on school trends within instruction. Trainings may focus on learning targets, student work, and monitoring student success of learning targets.	All Teachers	60	Administration
PD for Social Emotional Support	2	January 2022	Social/Emotional needs met as a Condition for Learning	All teachers	60	Guidance Counselor, Pamela Bailey Social Worker, Chelsie Meredith
Quarterly Safety Trainings	2	August, October 2021, February, April 2022	Safe Conditions for Learning	All faculty and staff	80	William McCaffrey, SRO
ESE Inclusion Strategies	1,2,3 BPIE	once quarterly	ESE Inclusion, instructional strategies	classroom teachers	20	Administration, ESE teacher

Dual Language Trainings	3	Quarterly	Dual language strategies	Dual language teachers, 1-2 per team	9	World Language Department
Identification of Gifted Students training for Teachers	3	November 3, 2021	Increase number of students participating in Gifted Education	All classroom teachers	60	School Psychologist
Quality Instruction PD for ESE teachers.	1, 2, 3	quarterly	Improve support facilitation and direct instruction practices to help ESE students reach their IEP goals	ESE teachers	7	SSRS, Administration
Trend Tracker Trainings for all teachers to improve Tier 1 instruction.	1	November, February	Learning targets, group work, and student monitoring of success will be the focus to help Tier 1 instruction and subsequently improve assessment data.	All teachers	65	Administration
PBS Training	2,3	August 2021, January 2022	campus safety, school expectations	Faculty and staff	85	SAM, PBS team
PLC Leadership Review PLC Summer Training and regular meetings	1,2, 3	every 6 weeks	PLC Leadership team will meet every 6 weeks to discuss the PLC efforts and make any needed adjustments	teachers	8	Administration, Instructional Coaches