

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

Idyllwilde 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

We Believe..... All children have genius. All children are in charge of their learning. All children can take action to create to change. All children will contribute to their community. We believe in developing global leaders.

Provide the school's vision statement

Idyllwilde will close the achievement gap by preparing all students for college/career readiness and success in a global society. * Idyllwilde will support the SCPS vision that every student will graduate from high school prepared for college/career and become a responsible citizen in the United States of America. * All students are expected to perform their best academically and socially. * There will be equitable facilities and opportunities for all students. * The school's faculty/staff will be diverse, innovative, energetic, and dedicated to helping students achieve lifelong academic/social 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.

Idyllwilde Elementary Future Ready Academy administration uses feedback from parent surveys, the School Advisory Council, the Magnet Visioning Committee, and PTA to create the school improvement plan. The draft plan is presented to the School Advisory Council, which primarily consists of parents, for review before finalizing.

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.

We involve parents through monthly School Advisory Council and Magnet Advisory Council. These meetings serve to keep parents abreast of ongoing school issues and give their feedback on how to best serve our community. Additionally, parents are invited to attend parent nights to build positive school to home relationships. We employ a dividend and mentoring program and encourage parents to volunteer in their children's classrooms. Our PTA sponsors family engagement nights. We also encourage our parents to attend student led conferences to help keep them involved in their children's progress. To maintain communication with parents we use our school website, social media, school messenger call outs, email blasts, student planners, and Tuesday folders. The administration of Idyllwilde Elementary School maintains an open door policy to address the needs of our families.

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)

Students at Idyllwilde are able to earn "Leadership Loot" by exemplifying the 7 Habits of Highly Effective People. Twice a quarter, the students are able to cash in their loot and choose a special activity to participate in. Students can earn Positive Behavior Referrals and visit the office for a special recognition. Students can earn brag tags for academics, social emotional, and special events. Each week a student is chosen from each classroom as Leader of the Week. They are recognized with a certificate, brag tag, and picture on the news. Each week a staff member is recognized as Leader of the Week and is awarded a certificate and a parking spot as well as a brag tag. They are also given a spotlight on our school social media networks.

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.

Teachers communicate weekly if not daily with families. Parents are always welcomed and encouraged to come to the school. We offer tours and informational sessions to prospective families. Our front office staff exudes a warm, welcome to every family that walks through the front door.

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.

Idyllwilde currently has a full-time mental health counselor, social worker, dean, and behavior support to ensure the social emotional needs are met for every student. Students currently receive individual and group counseling to address their needs. In an effort to make school to home connections our social worker conduct family visits to provide resources to assist families in the community. Idyllwilde has implemented the research proven "The Leader in Me" program to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every student can be a leader.

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
Lenore Logsdon	Principal	lenore_logsdon@scps.k12.fl.us	Oversees total school program.
Charles Bennett	Assistant Principal	chuck_bennett@scps.k12.fl.us	Assists principal in overseeing total school program.
Keith Erickson	Assistant Principal	Keith_Erickson@scps.k12.fl.us	Assists principal in overseeing total school program including the magnet program.
Samantha Neff	Instructional Coach	Samantha_neff@scps.k12.fl.us	PLCs, curriculum implementation, coaching
Emily Sless	Instructional Coach	Emily_Sless@scps.k12.fl.us	PLCs, curriculum implementation, coaching.
Robert Adamowicz	Dean	Robert_Adamowicz@scps.k12.fl.us	Discipline, Restorative Circles, PBIS, Threat Assessments, Bullying
Hope Sparrow	Behavior Support	Hope_Tillman-Sparrow@scps.k12.fl.us	Teacher support, preventative discipline strategies and in class behavioral support for students.
Julie Biggs	PYP Instructional Coach	Julie_Biggs@scps.k12.fl.us	Magnet Coordinator, curriculum support.
Christina Orantes	School Administration Manager	hirlocz@scps.k12.fl.us	Assists principal in overseeing total school program.
Stephanie Wright	School Counselor	Stephanie_Wright@scps.k12.fl.us	Student support, counseling groups, Student Study

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Lenore Logsdon	Principal	Lenore_Logsdon@scps.k12.fl.us	Attend PLC's, support, and provide feedback to teachers as it relates to ELA.
Chuck Bennett	Assistant Principal Email	Chuck_Bennett@scps.k12.fl.us	Attend PLC's, support, and provide feedback to teachers as it relates to ELA.
Keith Erickson	Assistant Principal	Keith_erickson@scps.k12.fl.us	Attend PLC's, support, and provide feedback to teachers as it relates to ELA.
Emily Sless	Instructional Coach	Emily_sless@scps.k12.fl.us	Support and model for teams in all areas of ELA.

Public and Collaborative Teaching

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

Teachers meet in professional learning communities four times per week. Professional learning communities encourage a collaborative culture on grade level teams as teachers work together to improve their practice. Through The Leader in Me, training on the seven habits of highly effective people, teachers learn how to be better leaders and collaborators with each other. Idyllwilde is continuing a social committee called the "Sharpen the Saw Committee." While our professional learning communities aim to improve rigorous instruction, our Sharpen the Saw Committee aims to improve congenial relationships among staff. To help maintain positive relationships between staff and administration, an open door policy is used by the principal and assistant principals. Additionally, administration holds quarterly meetings called "Cookies and Conversation" where teachers are encouraged to speak openly about concerns with what's happening in the school.

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 as well as hosts our own county-wide job fair. 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 on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school 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. Once school begins, our 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 an instructional coach 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 learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. 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.

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

A central component of the Future Ready Academy is the role of strategic partnerships to advance student learning and prepare students for college and career awareness. Idyllwilde is actively recruiting business partners to support the goals of the school and the magnet. Business partners are being recruited for school wide events such as "Teach-In". Business partners are also being recruited to participate in the School Advisory Council and the Magnet Visioning Committee. The Magnet Visioning Committee provides direction on the implementation and goals of the magnet program. These goals include preparing all students for both college and careers. Additionally, Idyllwilde takes pride in nurturing confidence in students by maintaining high expectations and conveying the conviction that all students can succeed in college and careers. As such, students are given the opportunity to participate in computer science activities to promote computer coding skills that may encourage students to pursue a career in a future STEM industry. Fifth grade students are given the opportunity to visit the University of Central Florida campus and speak with current students and faculty. The Leader in Me program starts students in the process of exploring the world of work as early as kindergarten. With each lesson they gain a greater awareness of the nature of work and begin to form ideas about their future career roles.

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

Idyllwilde Elementary School prepares students for career and technical education programs by cultivating interest and foundational skills at the appropriate level. All students at Idyllwilde are learning Computer Science 2020 initiative. Through this program students explore the basics of computer coding using interactive devices. This program lays the foundation for future career and technical education programs in computer science. Additionally students have the opportunity to participate in after school clubs that support future career and technical interests. One existing club is the robotics club. As part of the MSAP grant, more after-school opportunities will be established this school year as well as the Leadership Academy which will provide in school opportunities for students to participate in clubs.

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?
All students will have Leadership notebooks in which they will track classroom assessments, iReady data, and reflect on their PYP Unit.	Coaches, administration, teachers, students	May 2022	N	Ongoing after assessments and daily for behavior	Data chats with teachers and administration. Administration and student data chats in addition to teacher/student data chats.
All students will facilitate student led data conferences with teachers and parents to monitor personal progress.	Students, Teachers, Coaches, Administration	May 2022	N	Quarterly	Conference sign in sheets, iReady diagnostics improvement/gains, Common Assessment Data

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?
Monitoring of low 30% population data	Students, Teachers, Coaches, Administration	May 2022	N	Weekly	Data Tracking Sheets (iReady, DRAs, Fluency, Writing Sample, Unit Tests), Teacher Leadership Notebooks, PLC Notes, MTSS, SST
Provide acceleration academy	Teachers, Coaches, Administration	Spring 2022	Y	2 days per week in the fall semester	student data
Data wall	Administration, coaches, teachers	May 2022	N	3 times a year, weekly during PLC's	Students will move levels after each iReady diagnostic.

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?
Provide tutorial	teachers, coaches, administration	Spring 2022	N	Spring 2022	Data Tracking Sheets (iReady, DRAs, Fluency, Writing Sample, Unit Tests), Teacher Leadership Notebooks, PLC Notes, MTSS, SST
Teachers, Coaches and administration will hold weekly PLCs and MTSS meetings. Student progress will be monitored with DRA, iReady, and classroom assessments.	Teachers, coaches, administration	May 2022	n	bi-weekly	Teacher data binders

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?
Provide tutorial	coaches, teachers, administration	Spring 2022	N	2 times per week beginning in the spring semester	Data Tracking Sheets (iReady, DRAs, Fluency, Writing Sample, Unit Tests), Teacher Leadership Notebooks, PLC Notes, MTSS, SST

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?
FSA Boost Camp	Instructional Coaches, administration, teachers	Spring 2022	N	weekly	FSA data
High level 1's, low level 2's and low 3's	Instructional Coaches & teachers	April 2022	N	weekly	student data, classroom walkthroughs/observations, FSA performance data (increased proficiency and learning gains)

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?
Inquiry Based Teaching	By the end of project year 5 (2022-2023) the instructional model will be incorporated into each kindergarten through fifth grade classroom.	Keith Erickson & Julie Biggs	May 2022 ongoing through May 2023	Y	Daily	classroom walkthroughs, unit plans, teacher reflections, student products
Write Score	Write Score program will be implemented in grades 4 and 5.	Administration , Coach	May 2022		Daily	classroom walkthroughs, Write Score formative assessments

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?
Identify the tier 3 legally truant students and notify parents within the first 30 days of school to inform of services, complete needs assessment and begin tracking as an intervention.	Mary Lovell, Social Worker, administration	May 2022	N	Weekly	Increase in student attendance data.
Class recognition for perfect attendance. Classrooms will post "Hip Hiip Hooray" signs on their door to be recognized on the news as well as by staff visiting the classrooms.	all staff	May 2022	N	Daily	improvement in attendance

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student Staff relationships	Idyllwilde teachers will make an intentional effort to build meaningful relationship with their students and follow all PBIS procedures. All staff will be trained in Restorative Practice.	All staff	May 2022	Y	ongoing	Decrease in discipline data, 5 Essentials Survey results
Leader in Me	Idyllwilde will continue Leader In Me in 2021-2022	All staff	May 2022	Y	ongoing	Decrease in discipline data

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?
Newsletters, SchoolMessenger and Social Media posts support our efforts to build relationships and connect with stakeholders.	Administration	May 2022	N	weekly, daily, monthly	Increased family engagement

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?
Idyllwilde will screen all 2nd grade students for possible Gifted and Talented services.	Jessica Goff	May 2022	N	ongoing	Students who qualify will be staffed into the gifted program.
Idyllwilde will implement 2 PRIMES Math classes (one 4th Grade, one 5th Grade) for the 2021-2022 school year.	Administration, math coach, teachers	May 2022	N	Beginning of the school year	Teacher data sheets that will be reviewed at data chats, classroom walkthroughs/observations.
Idyllwilde will implement Gifted and Talented services in both direct instruction and push-in inclusion models.	Jessica Goff	May 2022	N	Daily	Classroom walkthroughs/observations, student data sheets.

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will have the opportunity to earn a digital tool through Leadership Academy.	Administration	May 2022	N	monthly	Idyllwilde will have an increase of students who are earning digital tools.

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?

We will provide SEL lessons, Restorative Practices, group and individual counseling. In addition we will have a full time mental health counselor, social worker, Dean, and Behavior Support.

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?
Continue to cultivate a climate of shared responsibility for all students in the school including SWD students. Including, but not limited to; inclusion in all school wide events, field trips, and special areas.	All staff	May 2022	N	daily	Inclusion of all students with disabilities.
Provide PD for general education teachers to better support special education students.	ESSS department, teachers, administration	August 2021	Y	August 2021	Teachers will be able to better provide students within the classroom and be able to provide appropriate accommodations.

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

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Partially Almost
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School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost
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Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.	Partially Beginning
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Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

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?
Continue to cultivate a climate of shared responsibility for all students in the school including SWD students. Including, but not limited to; inclusion in all school wide events, field trips, special areas, and school wide celebrations.	all staff	May 2022	N	Daily	Inclusion of all SWD's

Indicator 2

School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

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 PLC time for general education teachers to meet with ESE teachers to better support SWD's in regular education classrooms.	teachers, administration	May 2022	Y	once a semester	Teachers will be able to better support SWD's within the general education classroom by providing appropriate accommodations.

Indicator 3

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

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 area teachers will meet with ESE teachers to discuss strategies to better support the inclusion of SWD's in the general education department.	Special Area Teachers, ESE teachers	May 2022	N	monthly	successful mainstreaming of ESE students into general education classrooms.

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
Inquiry Based Teaching	1	Wednesdays	Inquiry based teaching has been shown to have a high effect on process, critical thinking skills, and overall student achievement. Inquiry based teaching will improve students growth on state testing.	school wide	75	PYP AP
Write Score	1	PLC/ Wednesdays	Writing will be taught through Write Score and formatives will be given and scored. Feedback will be used to guide instruction.	school wide	100	Administration
Restorative Practice	2	January 2022, ongoing	school-wide		100	administration
Leader in Me	2	ongoing	PLC		60	administration/Light house Coordinators
SWD strategies within the general education classroom	BPiE	ongoing		PLC	75	ESE & general education teachers