

# *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](http://www.scps.k12.fl.us)

## **Eastbrook Elementary School**

### **School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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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.

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## School Information

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### **Provide the school's mission statement**

Our mission at Eastbrook Elementary is to encourage students to be safe, respectful, honest, and ready. This mission guides and supports all students to reach their highest potential and become life-long learners contributing to society. In order to accomplish this, our school provides a staff that works cooperatively and collaboratively with students, parents, community, and all stakeholders.

### **Provide the school's vision statement**

Eastbrook Elementary will provide an enriched environment to all students so they can acquire the necessary skills and knowledge to achieve their personal best and become life-long learners in this global economy. Our goal is to meet the district-wide goal and strive for achievement: "Accelerate Beyond Proficiency to Mastery." Our school environment is one in which all learners grow and succeed. We value and celebrate diversity. We support our learners because they are capable, and we believe in them.

### **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 staff and community together have worked together through school and district surveys (Snapshot, 5Essentials, School Messenger, Survey Monkey, PTA, SAC) to determine the academic goals, behavior support, and safety needs for our students. Priorities have been agreed upon by all parties. With changes in protocol to accommodate social distancing, changes in daily scheduling (i.e. recess, lunches, holding areas for arrival & dismissal), both the district and school have heard the parent voice and feedback for determining the best way to make adjustments while still offering our students a quality educational experience during the 2021-2022 school year.

**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.**

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Eastbrook Elementary School recognizes the importance of building positive relationships on a daily basis, as well as realizing and appreciating cultural differences. This expectation is conveyed to teachers and monitored in accordance with the SCPS Instructional Model. Eastbrook Elementary School also welcomes parents to many events (academic and community building) in order to promote positive relationships in the community. All teachers are required to hold a parent/teacher conference within the first semester of the school year. 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” (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA 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. Skyward e-mail blasts, School Messenger informational text alerts and phone voice messages from the Principal regarding curriculum updates, upcoming events, and involvement opportunities. Also, updated posts each week on school webpage.

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## Supportive Environment

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**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)**

Eastbrook Elementary School builds a positive school culture and environment. There are many initiatives in place to promote positivity for students and staff with PBIS being one of them. For the staff we have Eagle Shout Outs, Wacky Wednesdays, Class of the Week, and Social Committee activities and events. For students we have Eagle Excellence Awards, Eagle Buddies, Class of the Week, Lunchroom Clean and Green, Key of Character Kids, Multiplication Fact Fluency Class/Students, and students eat with the principal.

**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.**

SAC and PTA members are very supportive of Eastbrook and promote a positive culture and environment. SAC meets monthly to discuss business and make decisions as it pertains to the betterment of Eastbrook. PTA meets monthly to support the school, teachers, and students.

**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 encourages positive relationships between students and staff. Academic and behavioral expectations for students are firmly established at the beginning of the school year with additional guidance provided as the year progresses. We strive to ensure that students have access to needed counseling or mental health supports. The MTSS team meets weekly to discuss students with barriers to academic and social success. Mentors and Dividend volunteers are assigned to students with academic and social needs through our "Eagle Buddies" program. The MTSS team will incorporate a Check-in/Check-out method to assist with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students are provided. The MTSS team, which includes our school counselor, provides a differentiated delivery of services based on student/school need. This includes classroom guidance, workshops, assemblies, solution-focused small group counseling and intensive supports (individual counseling and referral to community resources) as needed. Finally, our school counselor and school psychologist also work together to lead small groups of students who are still coping and learning to comply with classroom and school-wide expectations. The counselor and social worker also coordinate referrals for outside counseling services with agencies whose social workers and/or therapists travel to Eastbrook Elementary to provide those services to students.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Martina Herndon	PRINCIPAL	<a href="mailto:martina_herndon@scps.k12.fl.us">martina_herndon@scps.k12.fl.us</a>	Supervise all Eastbrook staff; teacher/staff evaluations; monitor PLCs and MTSS; analyze school and student data; administrative rep for PTA and SAC; work with District TOAs; Professional Development; monitor formal assessments; State testing prep and administration.
Tracey Williams	ASSISTANT PRINCIPAL	<a href="mailto:tracey_williams@scps.k12.fl.us">tracey_williams@scps.k12.fl.us</a>	Supervise all Eastbrook staff; teacher/staff evaluations; monitor PLCs; analyze school and student data; Frontline PD; BPIE; PBIS; Tutorial; State testing prep and administration.
Kristy Calegan	INSTRUCTIONAL COACH	<a href="mailto:kristy_calegan@scps.k12.fl.us">kristy_calegan@scps.k12.fl.us</a>	Oversees SOAR reading intervention planning/teaching; coaching & mentoring new teachers; i-Ready support and data analysis; Fountas & Pinnell/REL support for grade K-2 teachers; MTSS lead and Tier support with administration and teachers; oversees reading paraprofessionals and their lesson prep
Genevieve McGuire	SCHOOL COUNSELOR	<a href="mailto:genevieve_mcguire@scps.k12.fl.us">genevieve_mcguire@scps.k12.fl.us</a>	Counseling students & families; small groups (behavior, grief, divorced parents, etc.); MTSS; SST meeting lead.
Moraima Espinosa	BEHAVIOR SUPPORT TEACHER	<a href="mailto:moraima_espinosa@scps.k12.fl.us">moraima_espinosa@scps.k12.fl.us</a>	Support for daily student discipline issues; PBIS; Bully reporting system; Hope scholarship; Eagles Excellence program.

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Martina Herndon	Principal	<a href="mailto:martina_herndon@scps.k12.fl.us">martina_herndon@scps.k12.fl.us</a>	
Tracey Williams	Assistant Principal	<a href="mailto:tracey_williams@scps.k12.fl.us">tracey_williams@scps.k12.fl.us</a>	
Kristy Calegan	Instructional Coach	<a href="mailto:kristy_calegan@scps.k12.fl.us">kristy_calegan@scps.k12.fl.us</a>	

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## Student Transition and Readiness

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

At Eastbrook Elementary School, we follow the district pathway to create life-long learners and our future leaders of tomorrow. We encompass the ePathways philosophy, which is customized learning that results in our students being prepared for 21st century globally competitive work. Students will be introduced to the 12 important skills identified by local employers and SCPS to ensure graduates are future ready for an evolving economy. ePathways also aims to increase learning options for the students of SCPS. With more freedom to take courses and learn about what interests them, students are more likely to find their passion and explore career options that fit their interests and talents. These programs also provide valuable training and soft skills that can help students become successful in any career they choose. Eastbrook Elementary also participates in the annual "Teach In" event through Seminole County Schools. Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, community town hall committees, and the Chamber of Commerce.

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

On the Eastbrook Elementary School campus, we provide Advanced Opportunities for students K-5. A few examples include: PRIMES mathematics instruction for both grades 4 and 5, three S.T.E.M. laboratory classrooms (5th grade students all rotate through these resources), Science S.T.E.M. experiment/lab days for grades K-5. We also provide enrichment and acceleration opportunities through Seminole County Virtual school coursework, Khan Academy mathematics, and Talent Development sessions through our Gifted/Resource teacher. Also, we will be continuing K-5 instruction with the district Coding curriculum CS2020.

## 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?
I-Ready Diagnostics (both Math and ELA) #1, #2, and #3; Formative Assessments; Write Score writing assessments; FSA results ELA, Math and Science (grade 5). Students in grades K-5 will ALL own and reflect in both ELA and Math tracking journals (data). Principal and AP will pull students to review data during classroom walk-throughs or in Administrative office.	Principal: Martina Herndon, AP: Tracey Williams, School Counselor: Genevieve McGuire, Instructional Coach: Kristy Calegan	August 2021 through May 2022	Y	I-Ready baseline diagnostics 1-3 data review; Students tracking growth; Teachers tracking growth and tier levels (also Lexile levels)	Data reports of weekly i-Ready lesson progress for students K-5 in both math and reading. This will include each student meeting the required 30 minutes of progress learning in both subjects and meeting the 75% passing rates as well. Students meeting the grade level Oral Reading Fluency number by mid-year or end of year. Data reviews in PLCs. Administration and Teachers will review Formative Assessment data regularly and adjust instruction based on what is needed to better support the students. We will continue to closely monitor the ESSA findings and raise our Federal Percent of Points index for both Multiracial students and Students with Disabilities above 41%.

## 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?
<p>I-Ready diagnostic score reports (Math and ELA); Instructional groups on i-Ready to monitor on-line instruction including 75% pass rate and 30 minutes per week Ed-Insight monitoring of Early Warning System; Spotlight report of continuous Low 30 identification Intervention (ELA and Math) for Tier 3 students; Monitor discipline data. MTSS grade level meetings (every 4 weeks) Extended Learning Opportunities for Students, quarterly data reviews of student progress monitoring with all teachers. Monitoring feedback from the math tutorial teacher.</p>	<p>Principal, AP, School Counselor, and Instructional Coach</p>	<p>Twice per quarter (or 9 week period) with PLCs K-5 and all other Teacher- based employees</p>	<p>Y</p>	<p>i-Ready Diagnostic #1 (Aug/Sept 2021) Growth Monitoring (October 2021) i-Ready Diagnostic #2 (December 2021) Growth Monitoring (March 2022) I-Ready Diagnostic #3 (May 2022)</p>	<p>Teacher data reviews (one-on-one) with students after each i-Ready diagnostic; Teacher logs and instruction showing the "How?" they are differentiating instruction for this group of students . Administration will input classroom walkthrough data in the iObservation system. DPP plans - teacher reflections in both Fall and Spring. We will continue to closely monitor the ESSA findings and raise our Federal Percent of Points index for both Multiracial students and Students with Disabilities above 41%.</p>
<p>Identify the Lowest 30% in math and provide small group instruction through a tutorial teacher and build multiplication fact fluency through practice.</p>	<p>Principal, AP, Instructional Coach, and Tutorial Teacher</p>	<p>May 2022</p>	<p>N</p>	<p>Daily</p>	<p>iReady math scores increased, teacher input, and math tutorial teacher monitor mastery of standards and fact fluency.</p>

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Admin. will conference with students during daily and weekly walk-throughs. Students sent to office for discipline will bring data notebooks to discuss progress with Administration. Family Literacy, STEM Night and Math Night events will target specific teaching strategies for support with studying, homework, i-Ready lesson practice. Data meetings with teachers and school leaders.</p>	<p>Principal, AP, Instructional Coach, and School Counselor</p>	<p>August 2021 through May 2022</p>	<p>Y</p>	<p>Admin. will meet quarterly with teachers by assigned grade levels to discuss expectations for monitoring (these will be 1-on-1 meetings); collect data (ORF, DRA, i-Ready) and take to MTSS to tier or SST team to review further support options. Monitor learning gains</p>	<p>Student tracking journals (both ELA and Math) for i-Ready, Oral Reading Fluency, DRA, and classroom assessments. Students meeting grade level Oral Reading Fluency goals. DRA scores on grade level - 3x per year (if a Tier 2 or 3 student &amp; receiving interventions from teacher and/or support staff. Data reviews in PLCs. We will continue to closely monitor the ESSA findings and raise our Federal Percent of Points index for both Multiracial students and Students with Disabilities above 41%.</p>

### Low Level 3 Monitoring Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Administration meets regularly with the teachers and the instructional coach to monitor progress and provide specific intervention and small group instruction as needed.	Principal, AP, teachers, and Instructional Coach	August 2021 through May 2022 * 1st or last week of the month	Y	Collect data (Oral Reading Fluency, DRA, i-Ready) and take to MTSS to tier or SST team to review further support options.	Data reviews in PLCs. Student tracking journals (both ELA and Math) for i-Ready, Oral Reading Fluency, DRA, and classroom assessments. Students meeting grade level Oral Reading Fluency goals. Parent/teacher conference reports. We will continue to again closely monitor the ESSA findings and raise our Federal Percent of Points index for both Multiracial students and Students with Disabilities above 41%.

## 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?
<p>According to our FSA data currently, 44% of our 4th and 5th grade students made an annual learning gain in math and 30% of our lowest quartile were proficient in math. When comparing math to other subject areas, it is an area of weakness. This year there is a concerted effort to address the deficiencies in math. A school-wide initiative of fact fluency has been established where we encourage all 3rd, 4th, and 5th students to learn and memorize their multiplication facts. An intermediate math tutor will push in 5 days a week to work in small group with the lowest quartile students on math standards and fact fluency. Finally, we have a mentoring program where the lowest quartile will be paired up with a mentor.</p>	<p>Principal, AP, Tutorial Teacher, and Instructional Coach</p>	<p>Weekly during set time period, until ESSR and tutorial funds run out</p>	<p>N</p>	<p>M-F during the day</p>	<p>Track and monitor fact fluency, i-Ready diagnostic score reports; i-Ready growth monitoring scores; Formative assessments (county created); FSA scores at the end of the year. Coach will communicate with these students' teachers regarding attendance and academic participation. Coach will enter the plans for tutorial students in EdInsight. We will continue to closely monitor the ESSA findings and raise our Federal Percent of Points index for both Multiracial students and Students with Disabilities above 41%.</p>

## 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 reviews Early Warning System (EWS) report. Eastbrook staff members will be proactive and contact parents (keeping a phone log) and involving School Resource Deputy. Review weekly attendance reports in Ed-Insight program. Attend Truancy meetings.	Principal, AP, School Counselor, Behavior Support Teacher, Social Worker, and Classroom teachers	Weekly - August 2021 through May 2022.	Y	5 day and 10 day letters to parents of students who continue to show patterns of being absent or tardy frequently.	We will see a decrease in the same student names from EWS reports in EdInsight each month. Tardies and absences will decrease with repeat students. Utilize Skyward report for tracking. We will continue to closely monitor the ESSA findings and raise our Federal Percent of Points index for both Multiracial students and Students with Disabilities above 41%.
Attendance Monitoring; Attendance Incentives for Individual Students; Perfect Attendance Ribbon for Class Doors; Phone calls Home to Absent Students	Classroom Teacher Leadership Team	Ongoing	N	Monthly	Shared resources, Skyward and Edinsight systems will produce attendance reports; truancy letters; conference forms individual plans; call logs; and student incentives

## 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?
We will continue to foster relationships between students and all Eastbrook staff members.	Promote Wednesday Classroom Meetings, Quarterly School-wide assemblies, Implement Anti-bullying Initiative (Grant from the District)	Administration ; School Safety Team members; School Resource Deputy; All teachers and staff.	August 2021 through May 2022	Y	Throughout the school year	These trainings, for both staff and students, will improve instruction, morale, decrease referrals, and overall behavior on the school campus. We will then compare the results for the upcoming year's Student Safety survey to the previous data year. Wednesday morning announcements have been cancelled in order to have classroom meetings.
We will continue to create a safe environment and vibe for our students in both the outdoor areas of campus and on the school bus.	We will work with our School Resource Deputy and Behavior Support Teacher to promote PBIS messages and anti-bullying education in all grades. We will have a forum set up where students may report any issues that they are having personally or seeing on or off campus. Our message will continue to be "If you see something, say something, and do something!"	Administration ; Behavior Support Teacher; Guidance Counselor; School Safety Team members; School Resource Deputy; All teachers and staff.	August 2021 through May 2022	Y	Pre-plan for the staff first session) and then quarterly refresher trainings. Students will be trained and follow these practices gradually in the Fall semester and then more frequently utilized daily/weekly during the Spring semester.	These trainings, for both staff and students, will improve instruction, morale, and overall behavior on the school campus. We will then compare the results for the upcoming year's Student Safety survey to the previous data year.



Supportive Environment and School Safety	<p>Promote school culture, community, and connected relationships in a consistent manner. Ensure that all campus facilities and operations are all working and monitored daily.</p> <p>Attend all school events.</p> <p>Administration will return all phone calls and e-mails in a timely fashion. Provide customer service (all employees and staff). Input drills in RAPTOR system (fire drills, Code Red, tornado, etc.) Match high-risk students with community mentors.</p> <p>Develop a stronger student-centered culture by starting a student council which will increase engagement and allows for more student input.</p>	Administration, School Resource Deputy, and Head Custodian	August 2021 through May 2022	Y	Continue weekly communications through website, Synervoice, Text alerts; Conduct monthly drills required by district and conduct follow up staff meetings to receive feedback and adjust our plans when needed.	Administration will be visible at all grade level Parent Involvement Night events and PTA Spirit Nights (in the Spring if the Covid-19 pandemic ends); Phone logs kept; RAPTOR reports reviewed by SCSO and District personnel. "Eagle Buddy" Mentor Program and Dividend Community Mentor Program, meeting notes, and student survey data.
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## 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?
Eastbrook Elementary School will continue to invite the public to all SAC meetings and administration will continue to attend the monthly PTA meetings and collaborate with both SAC and PTA. Newsletters and all communication will support the efforts of building relationships and connections with all stakeholders and business partners.	Administration, SAC, and PTA Board	August 2021- May 2022	N	Monthly	An increase on the 5 Essential Survey and an increase in business partners for next year

## 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 21<sup>st</sup> 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?
Follow district A.O. (Advanced Opportunities) reports from Ed-Insight system; ensure that ALL staff are aware of the Elementary School criteria. Monthly reviews of A.O. student picture data wall; increase in student enrollment/participation in SCVS and FLVS virtual A.O. programs.	Principal, AP, and School Counselor	Each Semester	Y	Continuous status updating and review of qualified students throughout the school year. Continue to screen and assess those new students who qualify during Spring semester.	Increase in students showing success with the following future ready skills: Collaboration, Communication, Interpersonal Skills. Citizenship, Personal and Social Responsibility. Self-awareness, Adaptability, and Perseverance.

## 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?
AO Support and monitoring 1. PRIMES classes 2. Talent Development	Administration, PRIMES teachers, Gifted Teachers, and Instructional Coach	Ongoing	N	Quarterly	Providing enrichment math resources during math centers, Increase in FSA scores

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## Every Student Succeeds Act Instructional Priorities

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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**

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Yes

Finding(s):

Major racial and ethnic groups (Multiracial)

Students with disabilities

### **How will your school's culture and environment be monitored through the lens of behavior or discipline data?**

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We will monitor by assigning mentors to students with the highest number of incidents. The guidance counselor will go in monthly and provide classroom lessons on bullying. Administration will work with teachers to identify and predict where and when we are vulnerable for behavior situations to arise. A school-wide PBIS system is in place to provide expectations for all students.

## Action Plan

### 1st Finding

Major racial and ethnic groups (Multiracial)

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Multi-racial students' data will be monitored on a regular basis during MTSS meetings, PLCs, and data meetings.	Admin, teacher, instructional coach, and guidance counselor	May 2022	N	On-going	iReady data, data tracking sheet, MTSS notes, and classroom assessments

### 2nd Finding

Students with disabilities

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Students with disabilities will be monitored on a regular basis during MTSS meetings, PLCs, and team meetings	Admin, ESE teacher, teacher, instructional coach, and guidance counselor	May 2022	N	Ongoing	iReady data, data tracking sheet, MTSS notes, and classroom assessments

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## Essential Instructional Priorities

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### 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*

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Administrators communicate expectations for all personnel to use person first language in all written and verbal communications. (Indicator #9).	Partially Beginning
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There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs (Students with Disabilities)in general education classes and natural contexts (Indicator #25).	Partially Almost
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All special education teachers are full, collaborative members of a general education curriculum team. (Indicator #27)	Partially Almost
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## Action Plan

### Indicator 1

Administrators communicate expectations for all personnel to use person first language in all written and verbal communications. (Indicator #9).

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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?
Administrators communicate expectations for all personnel to use person first language in all written and verbal communications. (Indicator #9). Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label).	Administration; ESE Support Facilitators; School counselor	August 2021 through May 2022	Y	Per semester	School documents (e.g. improvement plan, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.

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## Indicator 2

There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs (Students with Disabilities) in general education classes and natural contexts (Indicator #25).

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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?
There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs (Students with Disabilities) in general education classes and natural contexts (Indicator #25). Administrators and teachers can articulate different ways to deliver special education services in general education settings. Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWDs during reading instruction. The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation.	Administration; ESE Support Facilitators; School counselor; Instructional Coach.	August 2021 through May 2022	N	Fall and Spring semesters	School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.

### Indicator 3

All special education teachers are full, collaborative members of a general education curriculum team. (Indicator #27)

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 special education teachers are full, collaborative members of a general education curriculum team. (Indicator #27). Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.	Administration; All ESE teachers (including VE, ASD Academic, ASD Developmental , VE Pre-K, and Medical units.	August 2021 through May 2022	N	Monthly - on PLC Planning Wednesdays (vertical articulation time)	Curriculum team rosters, curriculum team meeting schedules and 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
B.E.S.T. Training	1	August 2021; January 2022; May 2022	K-2 Teachers will continue to work collaboratively as they unpack the standards and review assessments.	Cost center Admin; Teachers; Coaches;	30	Instructional Coach (Teacher on Assignment from SCPS); Administration; ESE teachers
School-based P.D. – Conditions for Learning/Youth Mental Health Awareness: Youth Mental Health First Aid (YMHFA) K-12 Focus session	2	September 2021	Conditions for Learning is a framework to communicate all of the efforts underway to support students.	Cost center Admin; Teachers; Coaches;	60	Principal and Assistant Principal
School-based P.D. – Skills for Future Ready Graduates: K-12 Focus session	3	February 2022	Learning, Interacting, Participating, and Growing components of F.R.G. model	Cost center Admin; Teachers; Counselor	60	Principal and Assistant Principal