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

Altamonte Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

The mission of Altamonte Elementary is a shared mission of SCPS which is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Student Engagement + Differentiated Instruction = High Achievement At Altamonte Elementary, we will prepare students to be actively engaged through cognitively complex tasks and discourse, based on standards through collaboration.

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.

Altamonte Elementary surveys community members and parents throughout the year at Family Engagement Events to obtain their feedback regarding their involvement in the school and the development of this School Improvement Plan. Administration involves the PTA and SAC in making decisions on family involvement events and to assist in developing this School Improvement Plan. The School Improvement Plan will be shared with all stakeholders via the School Website, in our Title I Notebook and School Advisory Council Notebook, all available to the public at our school. Stakeholders may request assistance, as needed, to understand this plan or if assistance is needed in other languages.

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.

Altamonte Elementary uses the Title I Parent and Family Engagement Plan to outline this and works very closely with the PTA and SAC Committees.

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)

Our School Counselor, Behavioral Interventionist, and School Social Worker provide assistance for our students throughout the year. Along with our internal resources, we have outside resources who support our school to provide additional services. Here is a description of some of those services: Mentoring program- Students will be paired with a mentor who will meet with them throughout the year --Grief support group- For students who have experienced a loss and show a need for grief counseling. --Confident Kids-- A small psychoeducational group to help students improve leadership skills, social skills, and social relationships with peers. --Social-Emotional Learning--We provide classroom instruction in problem solving and other social, emotional skills through regular instruction in all classrooms using the district approved Social-Emotional Curriculum. --District Mental Health Counselor - provides individual and small group counseling.

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.

At Altamonte Elementary we work very closely with our Parent Teacher Association (PTA) to ensure that we are collaborating to create a positive learning environment and culture for all stakeholders. We meet regularly with the PTA Executive Board to discuss family and school events to promote a positive environment for all families regardless of their diverse backgrounds. We connect with our business and community partners in various ways to support our endeavors at the school such as assisting with the planning and organization of our community beautification days. Our community partners are a very active part of our School Advisory Council (SAC) and is often involved in our decision making process for schoolwide events. We include these stakeholders in promoting a positive environment for both students and staff as we show appreciation to our staff and teachers often for their hard work. Our business and community partners are seen throughout our campus providing donations and showing appreciation and acts of kindness for our educators.

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.

Our School Counselor, Behavioral Interventionist, and School Social Worker provide ongoing assistance to our students throughout the school year. Along with our internal resources, we have outside resources who support our school to provide additional services. Here is a description of some of those services: --Mentoring program- Students will be paired with a mentor who will meet with them throughout year --Grief support group- For students who have experienced a loss and show a need for grief counseling. -Sanford Harmony Social-Emotional Curriculum-We provide daily social-emotional learning instruction in problem solving and other social, emotional skills through our daily news broadcast and through daily instruction in Classroom Meetings. --District Mental Health Counselor - provides individual and small group counseling throughout the school year.

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
Dr. Tony Oglesby	Principal	Tony_Oglesby@scps.k12.fl.us	School Leader
Charlotte Little	Assistant Principal	charlotte_little@scps.k12.fl.us	School Leader
Alberto Quiroga	School Administration Manager	alberto_quiroga@scps.k12.fl.us	School Leader
Tabasha Frederick	Instructional Coach	tabasha_frederick@scps.k12.fl.us	Instructional Coach, K-1
Laura Snyder	Instructional Coach	snyderlz@scps.k12.fl.us	Instructional ELA Coach, 2-5
Kayla Wainscott	Instructional Coach	kayla_wainscott@scps.k12.fl.us	Instructional Math/Science Coach, 2-5
Andrea Schaa	School Social Worker	schaan@scps.k12.fl.us	School Social Worker
Shevell Sinquefield	Behavior Interventionist	sinquesz@scps.k12.fl.us	Behavior Support/PBS Coach
ReJeana Marigna	School Counselor	marignrz@scps.k12.fl.us	School Counseling

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Dr. Tony Oglesby	Principal	tony_oglesby@scps.k12.fl.us	Instructional Leader, School Leader
Charlotte Little	Assistant Principal	charlotte_little@scps.k12.fl.us	Instructional Leader, School Leader
Tabasha Frederick	Instructional Coach	tabasha_frederick@scps.k12.fl.us	Instructional Coach, K-1, Reading Leader
Laura Snyder	Instructional Coach	snyderlz@scps.k12.fl.us	Instructional ELA Coach, 2-5
Kayla Wainscott	Instructional Coach	kayla-wainscott@scps.k12.fl.us	Instructional Math/Science Coach, 2-5

Public and Collaborative Teaching

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

Our teachers are provided a daily fifty-minute planning schedule to foster collegiality and collaborative planning. Teams also use regularly scheduled PLC time to analyze classroom/team data, to look for trends, and to plan together. Our ESE inclusion teachers and ESOL teachers join the regular education teachers regularly to plan and to discuss student progress. ESOL and ESE teachers meet once monthly with the Leadership Team to discuss progress monitoring data and support strategies they provide to classroom teachers. Altamonte has three instructional coaches to support classroom teachers, with each team of teachers having a regular coaching cycle relationship for personal professional development. Also, our staff is invited regularly to attend informal chats with the principal to build relationships and community among all staff members, and to build a collective and trusting relationship among teachers and between teachers and administration. Our Hospitality Committee is responsible for planning and initiating staff team building and social activities throughout the year.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities 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 a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital earning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

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

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

Student Transition and Readiness

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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

Teach-In is an annual event where volunteers from the community come in to share with the students. Teachers may also select speakers from the approved district list.

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

Altamonte students feed into Milwee Middle School, which has a focus on pre-engineering and Lyman High Schools, which is an institute of engineering. We provide a Program of Enrichment, Makerspace, which affords students the opportunity to explore STEAM related activities in our STEAM Collaborative Learning Center on campus.

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	**5 Essentials**		
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95	Indicators	Strategic Plan	Target
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95	5E_SM_Classroom Rigor	B.1.1	70
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95	5E Ambitious Instruction	B.1.1	70
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95	5E Collaborative Teachers	B.1.1	70
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			

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 in grades 2-5 maintain individual data binders, and record growth in the following areas: iReady Reading and Math diagnostic growth, lessons passed/average percent pass rate; FSA score data and goal setting forms; math and reading fluency tracking forms, goal setting for iReady; grade level assessment data and personal growth goals	Students, Teachers, Administrators	Ongoing; Final by May, 2022	N	Quarterly: October 16, 2021, December 19, 2021, March 12, 2022, May 20-24, 2022	Completed data review form in each student's notebook, Teacher Observation

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?
Instructional Leadership Team and Teachers will identify the low 30% within their own classrooms, and maintain a list of grade level students in the low 30%. Instructional Leaders and Teachers will develop SMART Goals and Action Plans based on ongoing progress monitor data, teachers will provide differentiated instruction and consistently monitor progress using common assessments and iReady data. Instructional Leadership Team will monitor teacher implementation of strategic small group instruction; coach teachers in best practice strategies	Teachers, Instructional Coaches, Assistant Principal, Principal	Ongoing; Final by May, 2022	Y	Ongoing in Weekly PLCs, Quarterly, and After Each Progress Monitoring Assessment	Data disaggregation spreadsheets by School, Grade, Class, Intervention Data, PLC Team Meeting Notes, Data Walls in PLC Planning Area
ESE Support Facilitators and ESOL teachers to monitor and track progress of Students with Disabilities who fall into the low 30%. Based upon ongoing progress monitor data, teachers will provide differentiated instruction and consistently monitor progress using common assessments and iReady data.	ESE Support Facilitators and ESOL teachers, Administration	Ongoing; Final by May, 2022	N	Monthly PLC meetings with ESE teachers and ESOL teachers and administrators	iReady data, Fast Track Phonics and common assessments reviewed regularly, Data Walls in PLC Planning Area

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?
Teachers will identify the FSA High Level 1 and 2 students in their classrooms . Using current weekly assessment and iReady data, teachers will provide differentiated instruction and consistently monitor progress. Instructional coaches will support teacher implementation of strategic small group instruction during weekly PLC data discussions, and provide direct coaching to teachers using best practice strategies. ESE and ESOL teachers will also monitor the data regularly and provide targeted support to these students and their teachers.	Teachers, Instructional Coaches, Assistant Principal, Principal	Ongoing; Final by May, 2022	Y	Ongoing during PLCs weekly; Monthly through ESE/ESOL Data Meetings	iReady data, common assessments reviewed weekly, and other ongoing progress monitoring assessments

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?
Teachers will identify the FSA Low Level 3 students within their own classrooms. Using current weekly assessment and iReady data, teachers will provide differentiated instruction and consistently monitor progress. Instructional coaches will monitor teacher implementation of strategic small group instruction during weekly PLC data discussions, and provide direct coaching to teachers using best practice strategies. ESE and ESOL teachers will also monitor the data regularly and provide targeted support to these students and teachers.	Teachers, Instructional Coaches, Assistant Principal, Principal	Ongoing: Final by May, 2022	Y	Ongoing during weekly PLCs	iReady data, Data Analysis Forms, and common assessments reviewed weekly

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Provide after school tutorial to support grades 3-5 students known to be FSA H1/H2, L3 and/or in the Low Quartile in Reading and Math twice weekly in both the Fall and Spring semesters.	Lead Tutorial Teacher, Assistant Principal	December 2021; April 2022	N	September - December for Fall semester; January - April for Spring semester	iReady online lesson completion and pass rate equaling 80% or higher on Math and Reading lessons; increase in level for Reading and Math on iReady diagnostics

Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Target-Task Alignment in Core Content Areas.	Instructional Leadership Team and Teachers will work to increase rigor of instructional tasks by ensuring that all task are aligning with learning targets at the appropriate taxonomy level during instructional planning and delivery of instruction .	Instructional Coaches, Teachers, Assistant Principals, Principal	Ongoing; Final by May, 2022	Y	Weekly PLCs with Instructional Coaches and Teachers	Rigor Walk Data, Student Evidence PLC discussions, Teacher collected student response data, common assessment data

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?
Attendance daily statistics will be monitored weekly. The School Social Worker will work with the District Social Worker, and School Counselor to reach out to families and identify supports needed to improve individual student attendance. Attendance reports are monitored weekly in EdInsight. School Social Worker and Administration will determine if additional interventions are needed to help the student and family.	School Social Worker, School Counselor, Principal	Ongoing: Weekly contact with parents August-May 2022	N	Weekly Attendance Monitoring	Parent conference forms discussing attendance, tardies and current iReady/Assessment data. Decrease in absence rates in EdInsight, MTSS meeting notes in EdInsight

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: School Resource Deputy Relationship with Students and Staff	Students and staff will get to know our School Resource Deputy through interactions around campus, in the office, on the car ramp or bus ramp during arrival/dismissal and during student lunch times in the school restaurant.	Administration, School Resource Deputy	August-May 2022	N	Daily/Weekly	Improvement of indicator on school safety survey

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Continue to utilize our daily Social/Emotional Learning curriculum for conflict resolution, self regulation, and social skills.	Teachers, Behavior Interventionist, Social Worker, Administration	Ongoing: Final by June 2022	N	Daily during morning news; during classroom meetings each day	Misconduct reports in EdInsight, data from behavior plans
Provide Weekly and Quarterly Newsletters to stakeholders to establish ongoing connections with all	Administration, Teachers	Ongoing each week and Quarterly through June 2022	N	Weekly/Quarterly	Feedback through surveys

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?
Monitor the number of students enrolled in 4th and 5th grade PRIMES classes; provide student-centered coaching to math teachers.	Administration, Instructional Coach, Teachers	August 2021-June 2022	N	Ongoing data monitoring and instructional adjustments throughout the school year	Skyward reports showing AO status and scheduling in PRIMES, quarterly reporting for grdes, iready diagnostic data
Introduction to STEAM (Science, Technology, Engineering, Art, Music) activities and projects to increase critical thinking, collaboration, and problem-solving skills.	Administration, Makerspace Leader, Teachers	September through May 2022	Y	Ongoing throughout the school year	Increase in achievement scores in Math and Science, Teacher Observation, Survey Data

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?
Increase the amount time students are immersed in instruction digital tools to increase the number of student receiving certification.	Teachers	Ongoing through May 2022	N	Monthly	Teacher Observation, Student artifacts and Presentations

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?

Student behavior and discipline will be monitored very closely through our Positive Behavior support (PBS) Team, which meets monthly to review the most recent discipline data and to discuss any need adjustments to ensure that all students are learning in a positive and safe learning environment. Our students receive a daily lesson in Social/Emotional Learning, counselors provide ongoing counseling based on behavior and discipline data, and teachers facilitate classroom meetings daily to monitor and promote a safe learning environment.

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?
Instructional Leaders and ESE Teachers will develop SMART Goals and Action Plans based on ongoing progress monitoring data, teachers will provide differentiated instruction and consistently monitor progress using appropriate assessments, through data collection, and iReady data. Instructional Leadership Team will monitor teacher implementation of strategic small group instruction and meet regularly with teachers and ESE Support Staff to review action plans and make instructional decisions based on available data.	Principal, Assistant Principal, ESE Teachers	Ongoing through May 2022	N	Monthly	Diagnostic Data, Teacher Data Collection, Monthly iReady Reports

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.	Fully
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 Almost
The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high-incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost

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?
Administrators and Leadership Members articulate the following expectations for all staff during staff meetings, School Advisory Committee meetings, PLCs with Teachers, staff newsletters, etc.: --Regular and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. --SWDs are not the sole responsibility of special education staff during academic and nonacademic school activities.	Administration, ESE teachers, Classroom teachers, all staff	Ongoing through June 2022	N	Daily, Quarterly	Teacher schedules, school publications identify teacher rather than exceptionality

Indicator 2

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	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 school has developed a plan indicating goals related to inclusive practices. The leadership team reviews and shares the language and intent of s. 1003.57(1)(f), F.S., with all staff and stakeholders. Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).	ESE Support Facilitators, Classroom teachers, Administration	Ongoing through June 2022	N	Quarterly Data Chats, iReady diagnostics August through May 2022	ESE teacher data collection, Data Analysis Forms, student inclusion scheduling, master schedule, ESE Support Facilitation data meetings with administration

Indicator 3

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high-incidence disabilities, across all grades, in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in regular education classes and natural contexts. School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in regular education and natural contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.	Principal, Assistant Principal, ESE support facilitators, VE teachers	Ongoing; Final June 2021	N	Quarterly data chats, iReady diagnostics August through May 2022	FSA data, FSAA data, iReady data, classroom assessment data and student work samples.

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
iReady Monitoring/Data Analysis	1	August-May 2022	Effective use of the iReady program, reports, toolbox, and resources, data and other instructional resources	All Teachers and Instructional Support Staff	60	iReady Trainer, Administration, Instructional Coaches
Low 30% and H1, H2, L3 Monitoring	1	August-May 2022	Monitoring to Take Action within Lessons, Monitoring ongoing academic data to differentiate instruction and make instructional decisions	Grade 3-5 Teachers, Interventionists, ESE and ESOL Teachers	20	Administration, Instructional Coaches, Teachers
Target-Task Alignment	1	September, Ongoing during Weekly PLCs	Ensure all tasks are aligned appropriately to Standards and at the appropriate taxonomy level	All Teachers, Instructional Coaches	60	Principal, Assistant Principal
Monitoring to Take Action	1	September, Ongoing during Weekly PLCs	Ensure that teachers are monitoring learning in the moment, providing micro interventions, and closing gaps immediately	All Teachers, Instructional Coaches	60	Principal, Assistant Principal
Implicit Bias Training	2	August 30, October 11, TBD	Improvement Classroom Management and Discipline Data which will have a positive impact on student achievement	School-wide	60	Principal, Assistant Principal

The Maker Mindset, Continuing the Maker Mindset	3	Summer PD, January 4	Increase critical thinking and problem-solving skills	All Teachers	50	Makerspace Leader, Administration, ePathways Facilitator
Data Analysis, Planning, and Monitoring	1	January	Teachers will gain tools to support acceleration, explore multiple data sources to drive instruction, and how to monitor and move subgroups	Administration, Instructional coaches, Teachers, Instructional Support Staff	60	Principal, Assistant Principal
Book Study: A Framework for Understanding Poverty	2	Ongoing through December	It will give our staff a better understanding of working with students from poverty which will positively impact instruction.	School-wide (open to any staff member)	25	Assistant Principal
Book Study: Engaging Students with Poverty in Mind	2	Ongoing through May 2022	This PD will provide strategies and techniques for teachers to engage students with poverty in mind which will positively impact instruction.	School-wide (open to any staff member)	25	Assistant Principal