

# *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)

**Woodlands 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**

Seminole County Public Schools (SCPS) will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365 in a safe and caring environment.

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

The vision of Woodlands Elementary is to provide a safe environment where all students can develop positive self-concepts, a broad knowledge base, responsible behavior, and a life-long desire for learning. Through a variety of teaching methods, techniques, and open communication between home, school, and community, we will develop the individual maximum potential of every student.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

Woodlands Elementary analyzed the results of the surveys from 2020-2021 and took the parent comments into consideration when developing the school improvement plan. Woodlands Elementary received valuable feedback from SAC and PTA members throughout the school year, which was also used during plan development. The Woodlands Leadership Team met in July to discuss school improvement goals for the 2021-2022 school year. Information was also gathered from direct emails from parents and individual conversations were included in developing our school improvement plan.

**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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Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the school, community and curriculum, (2) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access System, (3) ensuring students show evidence of owning their data and conducting student led conferences, (4) inviting families to participate in SAC and PTA Boards, (5) inviting families to attend PTA meetings and participate in school related events, (6) using multiple modes for communication, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, (8) and numerous other out-reach strategies developed by school staff, including, but not limited to School Messenger, School website, Facebook, and/or daily/weekly regular written communication in the student planner or notebook. The parents of Woodlands students are encouraged to participate as Dividend volunteers in the Media Center, support our teachers in the classrooms, chaperone field trips, provide services as RAP and Super Scientist facilitators, as well as participate in PTA and on SAC. Woodlands conducts numerous parent involvement opportunities over the course of the year to share information on important topics such as FSA ELA and Math and the Statewide Science Assessment, as well as events such as Odyssey of the Mind, Spotlight Night, and making rockets and race cars. We encourage all parents to sign in on Skyward Family Access so that they can regularly access their child's academic progress. Parents are asked to participate in two parent teacher conferences or student-led conferences each year and more frequently if the child is experiencing a learning or behavior challenge. Woodlands has a number of informational and family events sponsored by PTA. These include astronomy night, family socials, family reading night, family movie night, and other Woodlands Spirit Nights.

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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)**

Woodlands has a strong Positive Behavior Support system in place and has been recognized by the district. The Woodlands staff recognizes students when they make good choices. PAWS stand for Play Fair, Always Make Their Day, Winning Attitude, Stay in the Moment. As Wildcats, students earn PAW awards from staff members throughout the school days. Students that receive PAWS awards receive incentives throughout the school year. Students have opportunities to have lunch with the Principal and Assistant Principal. Fourth and fifth grade students have opportunities to sit at high top tables in the cafeteria with a friend, when chosen. Students also receive rewards, when they trade in their PAW awards from our Woody's Wagon (school store on a cart) and classroom incentives as well. Woodlands students are eager to earn PAW awards and we continue to keep growing with our ideas to recognize students for making good choices to support student learning.

**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.**

Woodlands Elementary has a strong support environment. The School Advisory Committee and Parent Teacher Association are active stakeholders that support all staff members and students at Woodlands. Woodlands collaborates with The University of Central Florida, Seminole State College, and Rollins College to help support and grow future educators through internship partnerships. Many teachers have their clinical education certification and host intern teachers in K-5, Art, Music, and ESE classrooms. Business partners, such as Papa Johns and Tijuana Flats work along with Woodlands to help support the staff and students at Woodlands.

**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.**

Woodlands ensures that the social-emotional needs of all students are being met through collaboration and teamwork between the teacher, the parents, the guidance counselor, the district mental health counselor, and the school social worker. Counseling is always available and provided on an as-needed basis. The guidance counselor, district mental health counselor, and the social worker also provide support groups for students dealing with specific social or emotional issues. Woodlands has trained school mentors that meet with students weekly to support their positive social-emotional growth. Students and parents are also provided with information about outside seminars and trainings that address social-emotional issues of interest. During the 2021-2022 school year, the Woodlands staff will continue to grow in meeting students needs socially and emotionally. Instructional staff members are familiar with the Zones of Regulations and will continue to meet students needs using SEL lessons. The administrative staff also provides social emotion professional development training opportunities for the staff.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Patricia May	Principal	<a href="mailto:patricia_may@scps.k12.fl.us">patricia_may@scps.k12.fl.us</a>	Administrative evaluations, teacher evaluations, School Advisory Council, School Improvement Plan, communicate SCPS Policies to staff, A+ funds, facilities, building committee meetings, staff meetings, PLCs, Purchasing, Employee staffing and support points, Teacher of the Year, Employee of the Year, legal issues, PTA contact, fundraisers, Dining Services, attendance/truancy, student retention/promotion, team leader meetings, advanced opportunities, technology, intern coordinator, school budgets, communication approval, Operation of the school, Leadership Team, MTSS support, SST meetings, supervision of the school, parent conferences, custodial crew and evaluations, interviewing and hiring, lesson plans, curriculum implementation and support, data analysis, discipline, event supervision, open houses, curriculum nights, transportation, before and after school duties, preparation for beginning of the year, school management plan, oversee ESE, oversee Gifted, oversee ESOL, 5Essentials survey, class lists, student scheduling, master schedule, non-instructional evaluations, school improvement plan, evacuation maps, pictures, yearbook, emergency drills, raptor, marquee, substitute handbook

Jeff Fose

Assistant Principal

[jeff\\_fose@scps.k12.fl.us](mailto:jeff_fose@scps.k12.fl.us)

Testing coordinator, Summer Learning Camp coordinator, Tutorial Coordinator, school calendar, school website, after school enrichment, partners is excellence, Dividend coordinator, Golden School Award, Model School Award, Positive Behavior Support Team, Professional Development, Textbooks, Beginning Teacher induction program, Schedules (Duty, Paras, Lunch, ESE, Specials), Health/Vision/Hearing Screenings, Flu Shot Clinic, College Student Observations, Reading Scholarship, Duke TIP, eCampus course (PAW Place), Leadership Team, Support in overseeing the operation of the school, MTSS, Student Study teams, general supervision of school, parent conferences, teacher evaluations, custodial crew and evaluations, interviewing and hiring, lesson plans, curriculum implementation and support, Professional Learning Communities, Data Analysis, Discipline, event supervision, open houses, curriculum nights, transportation, before/after school duties, beginning of the year preparation, school management plan, oversee ESE, oversee Gifted, oversee ESOL, 5Essentials survey, class lists and student scheduling, master schedule, non-instructional evaluations, school improvement plan, evacuation maps, pictures, yearbooks, emergency drills, raptor, marquee, substitute handbook, Disney Dreamer and Doer, other duties assigned by the Principal

Michelle Dapore	Instructional Coach	<a href="mailto:michelle_dapore@scps.k12.fl.us">michelle_dapore@scps.k12.fl.us</a>	instructional modeling, coaching, reading intervention, MTSS, PLCs, curriculum specialists, PBS, data analysis, data wall, data meetings, professional development, parent conferences, district curriculum contacts, lesson planning, problem solving/school improvement, Leadership Team
Malcolm Cooper	Math Interventionist	<a href="mailto:malcolm_cooper@scps.k12.fl.us">malcolm_cooper@scps.k12.fl.us</a>	instructional modeling, coaching, math intervention, MTSS, PLCs, curriculum specialists, PBS, data analysis, data wall, data meetings, professional development, parent conferences, district curriculum contacts, lesson planning, problem solving/school improvement, Leadership Team
Raine Cromer	Guidance Counselor	<a href="mailto:raine_cromer@scps.k12.fl.us">raine_cromer@scps.k12.fl.us</a>	Student Study meetings, MTSS, administrative designee, student attendance, truancy, ESE Support, ESOL support, social skills, counseling students and families, parent conferences, PBS, behavior support, student data and placement, Families in Need, problem solving/school improvement, Leadership Team,
Laura Philpott	Behavior Interventionist	<a href="mailto:laura_philpott@scps.12.fl.us">laura_philpott@scps.12.fl.us</a>	MTSS, social skills, classroom management modeling and coaching, PLCs, PBS, data analysis, data meetings, PD, parent conferences, student study meetings, Families in Need, Behavior intervention planning, problem solving/school improvement, Leadership Team
Vanessa Brewster	ESOL	<a href="mailto:vanessa_brewster@scps.k12.fl.us">vanessa_brewster@scps.k12.fl.us</a>	Modeling and coaching for teachers, Leadership Team, data analysis, support for families, teachers, and students, problem solving/school improvement, data meetings, professional development, parent conferences, PLCs
Ami Canzoneri	Reading Interventionist	<a href="mailto:ami_canzoneri@scps.k12.fl.u">ami_canzoneri@scps.k12.fl.u</a>	Reading intervention, MTSS, PLCs, PBS, data analysis, data wall, data meetings, parent conferences, problem solving/school improvement, Leadership Team

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

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Patricia May	Principal	<a href="mailto:patricia_may@scps.k12.fl.us">patricia_may@scps.k12.fl.us</a>	Oversees Leadership Team, conducts PLCs with team, analyses data, assists teams with formative assessments, conducts walkthroughs
Jeff Fose	Assistant Principal	<a href="mailto:jeff_fose@scps.k12.fl.us">jeff_fose@scps.k12.fl.us</a>	Assists in overseeing Leadership Team, conducts PLCs with team, analyses data, assists teams with formative assessments, conducts walkthroughs
Michelle Dapore	Instructional Coach	<a href="mailto:michelle_dapore@scps.k12.fl.us">michelle_dapore@scps.k12.fl.us</a>	Conducts PLCs, attends district meetings, liaison from district and staff regarding literacy updates, works with students in small groups, plans ELA lessons with instructional staff members, key member of MTSS team, analyzes data, assists with creating and analyzing formative and standards based assessments, coaches teachers in classrooms to improve or enhance instructional lessons, conducts walkthroughs, iReady Champion
Ami Canzoneri	Reading Interventionist	<a href="mailto:ami_canzoneri@scps.k12.fl.us">ami_canzoneri@scps.k12.fl.us</a>	Conducts PLCs, works with students in small groups, plans ELA lessons with instructional staff members, key member of MTSS team, analyzes data, assists with creating and analyzing formative and standards based assessments, coaches teachers in classrooms to improve or enhance instructional lessons, conducts walkthroughs



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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.**

Each year Woodlands Elementary School builds positive partnerships with local business owners and community members. Students have the opportunity to learn about a variety of different types of careers through presentations at our annual Teach-In and guest speakers that visit our school throughout the school year. Annually, a district representative presents school choice options for those fifth graders interested in participating in our middle school magnet programs. These are programs of emphasis that are career related.

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

At Woodlands Elementary, students have the opportunity to be involved in many career and technical programs. Through the SCPS Computer Science program, students learn coding and problem-solving. They also participate in programming and Robotics activities throughout the school year. Working on the WKMD news crew provides students the opportunity to produce, direct, work sound and video equipment, and anchor in a real news studio. Our Woodlands Dining Room provides students the opportunity to learn cooking skills. Safety Patrols are a key job that the 4th and 5th grade students participate in at Woodlands Elementary. Safety Patrols are work alongside staff members to ensure student safety around campus. Students also learn about the visual and performing arts through our Art Club, Ukulele Club, and Ensemble groups.

## 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

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## Essential Instructional Priority 1 – Quality Instruction

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### Student Owned Progress 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>
Each student will have an interactive math and science notebook.	Administrators and Teachers	September 2021, ongoing throughout the 2021-2022 school year	Y	September 2021, January 2022, May 2022	conference forms, student iReady tracking sheets, data notebooks, and classroom walkthroughs
Teachers will be required to have student data conferences.	Administration and Teachers	September 2021, ongoing throughout the 2021-2022 school year	Y	September 2021, January 2022, May 2022	conference forms, student iReady tracking sheets, data notebooks, and classroom walkthroughs
Teachers will be required to have student led conferences.	Administration and Teachers	ongoing throughout the 2021-2022 school year	Y	January 2022 and May 2022	conference forms, student iReady tracking sheets, data notebooks, and classroom walkthroughs

## 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?
Administration will have data chats with teachers to identify and discuss the needs of students that are in the lowest 30%.	Administrators and Teachers	September 2021 and January 2022	Y	1x/semester	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Students scoring in the lowest 30% will be assigned a staff member for mentoring.	Administrators, MTSS Core Team, Leadership Team, Teachers	September 2021 and January 2022	Y	1x/semester	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Administration and the MTSS team will meet with teachers to monitor the progress of students in the lowest 30% and adjust the action plan as needed.	Administrators, MTSS Core Team, Leadership Team, Teachers	ongoing throughout the 2020-2021 school year May 2021	Y	every 4-6 weeks	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
The instructional coach and interventionists will provide support to students in the lowest 30% and to teachers focused on students in the lowest 30%.	Administration, Instructional Coach, Interventionists, Teachers	ongoing throughout the 2021-2022 school year May 2022	Y	ongoing	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students

Students in the lowest 30% will be invited to participate in before and/or after school tutorial.	Administration, MTSS Core Team, Leadership Team, Teachers	ongoing throughout the 2021-2022 school year May 2022	Y	ongoing	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students, tutorial attendance logs, tutorial lesson plans
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Administration and teachers will use classroom data tracking sheets and data wall to monitor the progress of students who are identified in the lowest 30%.	Administration and Teachers	ongoing throughout the 2020-2021 school year May 2021	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
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## High Level 1 and 2 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 will have data chats with teachers to identify students that are high level 1/high level 2 and to create an action plan.	Administration and Teachers	September 2021 and January 2022	Y	1x/semester	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Students scoring a high level 1/high level 2, will be mentored by a staff member.	Administration and Staff Members (Mentors)	May 2022	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Administration will meet every 4-6 weeks with staff members who are mentoring students to discuss the progress of the targeted students.	Administration and Staff Members (Mentors)	May 2022	Y	Every 4-6 weeks	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Administration will meet with teachers every 4-6 weeks to discuss the progress of the targeted students.	Administration and Teachers	May 2022	Y	every 4-6 weeks	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Students who scored a high 1/high 2, will be invited to attend before or after school tutorial.	Administration and Teachers	May 2022	Y	Quarterly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Students who scored a high 1/high 2, will be in differentiated small groups aligned to their needs.	Administration and Teachers	May 2022	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students

### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students who scored a low level 3 on FSA or equivalent on alternative assessment, will be in fluid acceleration groups to meet their academic needs.	Administration, Leadership Team, Teachers	May 2022	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Administration will have data chats with teachers to identify students that scored a low level 3 or equivalent on alternative assessment to create an action plan to accelerate students.	Administration and Teachers	September 2021 and January 2022	Y	1x/ semester	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Administration will meet with teachers to discuss the progress of the targeted students.	Administration, Leadership Team, Teachers	May 2022	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
The instructional coach, interventionists and support personnel will support teachers in providing effective instruction to targeted students.	Administration, Leadership Team, Teachers	May 2022	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students

## 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?
Woodlands will invite students in the lowest 30% to before and after school tutorial.	Tutorial Lead Teacher, Teachers, Administration	May 2022	Y	quarterly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Woodlands will invite students scoring a high 1/high 2 and low 3 on FSA or equivalent assessment to before school and after school tutorial.	Tutorial Lead Teacher, teachers, Administration	ongoing throughout the 2021-2022 school year	Y	quarterly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students
Woodlands will conduct 3-4 Saturday Boost camps for all students in grades 3, 4, and 5 for remediation or acceleration with a focus on ELA, Math, and/or Science.	Tutorial Lead Teacher, teachers, Administration	May 2022	Y	monthly	iReady student data, FSA data, data wall, MTSS meeting notes, and monthly reporting in Leadership Team meetings of mentoring students



## Optional Action Plan

<b>Topic Item</b>	<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>
Woodlands will utilize ESSER funds to support lower performing students.	Woodlands will have 1-2 approved adults working with students in small groups or in a one-on-one situation.	Administration, Interventionist, Classroom Teachers	May 2022, Throughout the 2021-2022 school year	N	October 2021 - May 2022	increase in iReady scale scores

## 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

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## Essential Instructional Priority 2 – Conditions for Learning

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### Attendance Monitoring Action Plan

<b>Strategy/ Action</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>
Teachers will identify truant students, using the school wide guidance intervention forms and meet with parents to discuss attendance concerns.	Guidance department, Social Worker, Teachers, Administration	May 2022	N	daily	student attendance data in EdInsight, conference forms, teacher input
Guidance counselor will look at weekly attendance reports in EdInsight and send parent notification letters/schedule truancy meetings as needed.	Guidance department, Social Worker, Teachers, Administration	May 2022	N	weekly	student attendance data in EdInsight, conference forms

## Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Create and maintain a school environment where all students feel safe.	Conduct drills and provide/review safety information on a regular basis to prepare students for an emergency.	Administration, Teachers, Staff	May 2022	N	Monthly	Documentation in Raptor, Student Observations
Create and maintain a school environment where all students feel safe.	Teach students to follow guidelines for Social Emotional Health for all students.	Teachers, Administration, Guidance Counselor	May 2022. throughout the 2021-2022 school year	Y	May 2022	Student Observations, Teacher Observations

## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All staff members will support students educationally and emotionally.	All staff members	ongoing throughout the 2021-2022 school year	Y	August 2021, October 2021, January 2022, March 2022	PBS PAW awards (students being recognized for efforts), conference forms, and classroom walkthroughs
Social emotional lessons will be provided for staff members	Administration and district personnel	ongoing throughout the 2021-2022 school year	Y	November 2021, February 2022	Planned professional development trainings and surveys from staff to administration

## 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?
Administration will strategically place 4th and 5th grade students in PRIMES math classes.	Administration, Gifted and Talented Resource Teachers, Teachers	May 2022	Y	September 2021, January 2022, May 2022	student data, teacher observation
Administration will work with Gifted and Talented teacher and classroom teachers to identify students needing enrichment through Talent Development.	Administration, Gifted and Talented Resource Teachers, Teachers	May 2022	Y	September 2021, January 2022, May 2022	student data, teacher observation
Woodlands will continue to offer Odyssey of the Mind to all students.	Administration, Gifted and Talented Resource Teacher, Teachers	May 2022	N	September 2021, January 2022, May 2022	student data, teacher observation, student interest
Students will be participate in Makerspace activities.	Administration, Support Staff, Teachers	May 2022	N	Bi-weekly	Student Observations

## Increasing the Number of Digital Tools Earned 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>
Woodlands will enroll 5th grade students in digital tool opportunities to receive digital tools certification.	5th grade teachers	ongoing	N	January 2022 and March 2022	5th graders will be productive



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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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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.	Fully
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School has a key person who coordinates and monitors the implementation of inclusive education.	Fully
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All paraprofessionals receive professional development on ways to support SWDs in general education.	Partially Almost
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## Action Plan

### Indicator 1

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

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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?
Analyze data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts and conduct data chats with students to create strong accountability and high expectations.	Administration, ESE teachers, teachers	May 2022	Y	monthly	student led conferences, data chats, leadership team meetings, IEP meetings, mentorships, share data with all stakeholders
Increase the number of SWDs who receive educational services in inclusive classrooms and natural contexts.	Administration, ESE teachers, teachers	May 2022	Y	monthly	IEP meetings, grade level PLCs, parent/teacher conferences
Collect, analyze and share data with all teachers regarding student achievement of SWDs in general education and natural contexts.	Administration, ESE teachers, teachers	May 2022	Y	quarterly	student led conferences, data chats, leadership team meetings, IEP meetings, mentorships, share data with all stakeholders

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**Indicator 2**

School has a key person who coordinates and monitors the implementation of inclusive education.

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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?
Analyze data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.	Administration, ESE teachers, Teachers	May 2022	Y	quarterly	Information shared with all stakeholders, SAC meeting agendas, Leadership Team meetings, PLCs
Obtain family input on inclusive practices through a variety of ways, such as: surveys, interviews, and focus groups.	Administration, ESE teachers, teachers	May 2022	Y	semester	Information shared with all stakeholders, SAC meeting agendas, Leadership Team meetings, PLC

### Indicator 3

All paraprofessionals receive professional development on ways to support SWDs in general education.

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 trainings to paraprofessionals from resources, such as FIN, FDLRS, and CARD, ESE teachers, and SCPS ESE district staff.	Administration , ESE teachers, and paraprofessionals	May 2022	Y	quarterly	teacher observation, classroom walkthroughs

## 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
High Yield Instructional Strategies	1	monthly	Instructional strategies	all instructional personnel	60	Patricia May, Jeff Fose
iReady	1	September 2021, November 2021, January 2022, May 2022	instructional strategies, differentiating instruction, data driven instruction	all instructional personnel	60	Patricia May, Jeff Fose
Concepts in Mathematics	1	October 2022, January 2022, March 2022	instructional strategies, differentiating instruction, data driven instruction	all instructional personnel	60	Patricia May, Jeff Fose, Malcolm Cooper
ELA concepts	1	November 2021, February 2022, April 2022	instructional strategies, differentiating instruction, data driven instruction	all instructional personnel	60	Patricia May, Jeff Fose, Michelle Dapore, Ami Canzoneri
Intentional remediation and acceleration	1	monthly	data discussions, data board, monitoring of lowest 30%, high 1s, high 2s, and low 3s	all instructional personnel	60	Patricia May, Jeff Fose, Leadership Team, ESE teachers, teachers in grades 3-5
District Policies and Procedures (reporting Child Abuse, Bully Prevention, Safety Drill Protocols, Helath and Safety)	2	8/4/2021, 8/18/2021, 9/1/2021	safety and security	all staff	87	Patricia May, Jeff Fose

Instructional staff members will participate in PD sessions to expand their knowledge on ESE/Gifted characteristics	1, 2, 3	September 2021, January 2022	More students will be accelerated in core curriculum instruction, participate in talent development, and be identified as gifted students	instructional staff members	60	Administration, Guidance Counselor, and Gifted Resource Teachers
Instructional staff members will participate in professional development to grow in their knowledge of identifying and working with ESE students.	1, 2, 3	September 2021, January 2021, ongoing throughout the 2021-2022 school year	The instructional staff members will participate in PD activities to embed SEL lessons daily.	All Woodlands staff members	85	Guidance Counselor, Administration, Teachers
Strategies for Inclusion	1, 3	October 2021, January 2022	Including students with disabilities in general education classroom	all staff	85	Patricia May, Jeff Fose, ESE personnel
Vertical Articulation	1, 3	March 2022, April 2022	Instructional strategies, collective responsibility	all instructional personnel	60	Patricia May, Jeff Fose
Unpacking standards and Collaborative Planning with partner schools	1, 3	PLCs Monday's and Thursday's	unpacking standards, collective responsibility, instructional strategies	all instructional personnel	60	Patricia May, Jeff Fose
Social Emotional Learning	1, 2, 3	monthly	common language to support positive student behavior	all staff	87	Patricia May, Jeff Fose, Guidance, ESE personnel