

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

Lake Orienta 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 Seminole County Public Schools is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens. The mission of Lake Orienta is to create a learning environment focused on the whole student, which encourages autonomy, perseverance, and confidence through productive struggle with the support of families and the community.

Provide the school's vision statement

The vision of Lake Orienta Elementary is to create productive, life-long learners who value achievement and are responsible for his or her own success.

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

Lake Orienta Elementary School reviewed feedback from parents and other stakeholders on the Spring 2020 SnapShot Survey. Ideas for monitoring student safety, student achievement, and student engagement were considered when developing this plan. We created a committee to review the school's mission, vision and action items in this plan. The committee consists of parents, teachers and members of our leadership team.

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.

In an effort to build positive relationships with all stakeholders, Lake Orienta Elementary School hosts several community events throughout the year including book fairs, parent curriculum nights, PTA events, and Title I meetings. The goal is to promote family involvement and help parents understand the need to support their students' academic and social/emotional growth. We use Skyward, School Messenger, parent-teacher conferences and MTSS meetings to communicate students' progress with our parents. We follow the SCPS Pupil Progression Plan with progress reports and report cards distributed quarterly.

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)

Lake Orienta has a core group of faculty and staff members that comprise our PBIS team. The team has worked on establishing a set of positive expectations to be taught and reinforced throughout the school. Students are recognized by all staff members for demonstrating Penguin PRIDE throughout the school day. Our Penguin Buck system allows students to earn money to spend our school store. The school store is supported through donations from our local community members and our PTA.

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.

Lake Orienta Elementary prides itself in promoting a positive culture and environment for all stakeholders. Celebrations are done on the morning news recognize accomplishments of students, while staff are recognized in our school-wide newsletter. A new V.I.P. (Very Impressive Penguins) program allows any person on campus to recognize another for going above and beyond. VIPs are recognized on the news, newsletters, and social media. Throughout the year, our PTA promotes positive culture through honoring the leadership team, faculty and support staff. Recently, Lake Orienta reestablished a hospitality committee. The role of the committee is sponsor activities within school and throughout the local community that unite staff.

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.

Lake Orienta Elementary School has established a variety of ways to meet the social-emotional needs of students. Basic social-emotional instruction starts in the classroom with the implementation of Sanford Harmony at all grade levels. Counseling services are available to identified students for more specialized needs including anger management, peer interaction, social skills, and anxiety. We have several mentoring programs to provide one on one support. We also have procedures to deal with tragic incidents including the death of a family member or fellow student. LKO's Behavior Support Teacher provides school-wide, classroom and individual support for our identified students. Our PBIS promotes procedures and incentives to support positive behavior. The SCPS mental health counselor works collaboratively with our guidance department and social worker to provide intensive support for select students. Additional counseling and mentoring services are provided for students on an as needed basis through outside agencies. LKO provides support outside of the school environment as well. We have an established backpack program providing food, hygiene products and basic supplies for identified families. Those families are also provide information about local agencies that provide resources to families in need.

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
Christine Peacock	Principal	Christine_Peacock@scps.k12.fl.us	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.
Sandra Saintil	Assistant Principal	saintisz@scps.k12.fl.us	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.
Toni Harrell	K-2 Reading Coach	toni_harrell@scps.k12.fl.us	Provide Instructional support to teachers in grades kindergarten to second. Monitor and disaggregate Reading data of students K-5 Organize and Provide Tier 2 instruction for all students K-5 who are low 30% for their grade level. Organized and monitor the Tutorial Program for grade 3-5. Facilitate Common Planning sessions on reading foundational skills, reading comprehension and writing.
Mary Debonville	3-5 Reading Coach	mary_debonville@scps.k12.fl.us	Provide instructional support to teachers in grades third to fifth. Monitor and disaggregate Reading data of students 3-5 Organize and provide Tier 2 instruction for all students 3-5 who are low 30% for their grade level based on FSA and i-Ready. Organize materials and monitor data of students in the Tutorial Program Facilitate Common Planning sessions on reading and writing.
Mitzi Sheppard	K-5 Math Coach	sheppaml@scps.k12.fl.us	Provide Instructional support to teachers in grades Kinder to fifth. Monitor and disaggregate Math data of students K-5 Organize and provide Tier 2 instruction for all students 3-5 who are low 30% for their grade level based on FSA and i-Ready. Organize materials and monitor data of students in the Tutorial Program. Facilitate Common Planning sessions on math and science. Implement Robotics and Stem activities

Kristina Johansson	Guidance Counselor	kristina_johansson@scps.k12.fl.us	Facilitate weekly student study meetings and 504 meetings to discuss students' academic, behavioral and social-emotional needs. Work closely with classroom and ESE teachers to ensure accommodations are being implemented for student success.
Linda Nunez	ELL Teacher	linda_nunez@scps.k12.fl.us	To provide support to teachers, instruction for ELL students and monitor ELL progress. Conduct Data Chats with ELL students on a monthly basis
Ania Key	SLD Teacher		To provide support to teachers, instruction for SWD students and monitor SWD progress. Conduct Data Chats with SWD students on a monthly basis.
Denise Boring	School Administrative Manager	boringdk@scps.k12.fl.us	Support with school wide behavior intervention. Implement and monitor Lake Orienta's PBIS plan. Provide Tier 3 support for behavioral intervention students. Support teachers with instructional resources and classroom needs.
Amy Nunez	School Social Worker	nunezaz@scps.k12.fl.us	Support teachers with the implementation of social-emotional learning opportunities within the classroom. Provide additional SEL lesson through small group and individual students. Connect families with school, district and community resources.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Toni Harrell	K-2 Reading Coach	Toni_Harrell@scps.k12.fl.us	Provide classroom support for K-2 teachers through co-teaching, modeling best practice, providing professional development and analyzing student data. Support Tier II and Tier III students with remediation and acceleration. Support teachers with the implementation of the B.E.S.T standards and Fountas & Pinnell Literacy program.
Mary Debonville	3-5 Reading Coach	Mary_Debonville@scps.k12.fl.us	Provide classroom support for 3-5 teachers through co-teaching, modeling best practice, providing professional development and analyzing student data. Support Tier II and Tier III students with remediation and acceleration.
Kimberly Parmer	Reading Interventionist	Kim_Parmer@scps.k12.fl.us	Provide direct instruction for students receiving Tier III interventions, support students through push-in and pull model to accelerate learning.
Christine Peacock	Principal	christine_peacock@scps.k12.fl.us	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment. Review historical and current literacy data to ensure students are making measurable progress and closing literacy gaps.
Sandra Saintil	Assistant Principal	saintisz@scps.k12.fl.us	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment. Review historical and current literacy data to ensure students are making measurable progress and closing literacy gaps.

Public and Collaborative Teaching

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

Administration, teachers and staff focus our efforts on working collaboratively to support all of our students' academic, social and emotional growth. Teachers meet regularly in Professional Learning Communities (PLCs) to examine student data, plan for instruction and monitor student progress. Extended planning opportunities are provided for teachers to ensure standards are being addressed in line with the SCPS Framework for Student Success. We will continue our partnership with the district's personnel to increase capacity in our teachers. All Title I funded personnel work directly with teachers and students as coaches, academic specialists or paraprofessionals to provide support for all students. Students' progress is monitored carefully and reviewed monthly to help coaches and teachers plan for and adjust instruction to meet the needs of all students.

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

At Lake Orienta, we work hard to keep the lines of communication open with our teachers. In an effort to retain the teachers, we host several events for them to communicate their concerns (Chat and Chew), we allow them the opportunity to provide input in school initiatives like PBIS, School Committees, Master Schedule and etc. We recognize accomplishments during daily announcements, weekly newsletters, and faculty/staff meetings. 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 university job fairs in addition to minority and veteran job fairs. Educators new to the profession or new to SCPS participate in New Educator Support Team (NEST). The NEST Lead Teacher works directly with the new hires on SCPS procedures, protocols, the instructional framework for student success and data analysis. Teachers are provided the opportunity to network with other teachers within the school through collaborative planning sessions, PLCs and classroom visitations. Participants will complete two coaching cycles during the school year. The coaching cycle includes a measurable, observable area of instructional need; feedback and strategies for improvement. Support is continued beyond the first year within SCPS and Lake Orienta. Teachers are invited to participate in ongoing professional development and collaborate with our NEST Lead, UF Certified Coaches and High Impact Teachers (HIT).

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

Our school has a NEST Lead Teacher who works with administration to coordinate all mentoring activities on our campus. This NEST Lead is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during the calendar year. Before school begins, our NEST Lead 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 NEST Lead and other Instructional Personnel, who best fits their needs. 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 learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Our CLM also provides mentoring to teachers and shares 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 Lake Orienta's Leadership Team 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, multiple data sources 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.

Teachers of our Voluntary Pre-K Program (VPK) are invited to participate in school-wide meetings and professional development opportunities. Pre-K student visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences. Staff from the Milwee Middle School come to LKO to talk with our outgoing fifth grade students about the expectations and programs offered at the middle school level.

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

We partner with the Altamonte Springs Rotary for support for our students and implementation of our Early Act Club, which teaches community service with our 3-5 graders. The Rotary also supports Teach-In by providing speakers for different professions and also providing mentors to promote higher achievement with our students.

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

All student K-5 participate in CS2020, an SCPS initiative bringing computer science and coding to elementary students. Our 5th grade students participate in an industry certification that unites lessons from earlier grades to a culminating project.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will maintain a Data Folder including but not limited to FSA Data, iReady Diagnostic Assessments for reading and math, iReady lessons completed and pass rates, Common Assessments, oral reading fluency, DRA levels, high impact instructional standards, basic math facts, chapter and unit assessments.	Classroom teachers, administration, instructional coaches, resource teachers, students	Ongoing	Y	Weekly	Administration will do data notebook checks during class walk-throughs. Teachers will bring sample notebooks (chosen by administration) to data meetings.
Students will review the data with their parents during parent-teacher conferences.	Classroom teachers, administration, students	Each Semester	N	Twice a year	Student review of data notebooks with parents will be recorded on the parent-teacher conference form.
Students will track progress on iReady for both reading and math.	Classroom teachers, administration, students	Ongoing	N	Weekly	Data notebooks will be reviewed by teachers during teacher-student data chats.

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?
Members of the Leadership Team will host Academic Success Talks with students in the lowest 30%.	Administration and Coaches	October 7, 2021	N	Monthly	Academic Success Talk Notes
Students in the lowest 30% will have interventions plans within EdInsight or updates made within their ESE Individual Education Plan and ELL Limited English Proficiency Plan.	MTSS team, guidance, instructional coaches, classroom teacher	Ongoing	N	Quarterly	Student intervention plans within Edinsight and ESE Progress Reports
Parent of students in the lowest 30% will be invited to participate in an academic achievement evening focusing on tips and strategies to support their child at home.	Leadership team, instructional coaches, classroom teachers, students	Fall and Spring Semesters	N	Twice a year	Agendas from the parent evenings, student-parent work samples and iReady lessons data.
An iReady Data Board will be established to track students in the lowest 30%.	Leadership team, classroom teacher	October 2021	N	Quarterly	Individual student iReady data presented on data board
Monthly meetings will be held with classroom teachers to discuss academic progress and attendance of lowest 30% students.	Administration, Coaches, Classroom Teachers, ELL and ESE support	October 7, 2021	N	Monthly during PLC time	PLC Meeting Notes and data charts

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?
Administration will host data chats with teachers during PLCs to review grade level performance on high impact assessments.	Instructional coaches, administration, classroom teachers	September 2021	N	Quarterly	Student progress on assessments
Students will participate in targeted small group instruction to address non-mastered standards.	Instructional coaches, resource teachers, classroom teachers	Ongoing	N	Weekly	Teacher lesson plans, PLC notes, student data notebooks
Teachers will adjust iReady lessons based on student data.	Classroom teacher	Ongoing	Y	Monthly	iReady usage and lessons passed reports
Students will be invited and participate in extended learning instructional tutorial programs.	Leadership team, classroom teachers	October 2021	N	Weekly	Tutorial accountability logs and EdInsight Data
Implementation of Dreambox for students showing deficiencies in mathematics	Math Coach, math intervention teacher and classroom teachers	October 2021	Y	Weekly	Pass rate and usage data from Dreambox

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will engage in high yield instructional strategies for direct and small group instruction.	Classroom teachers, instructional coaches, resource teachers	Ongoing	Y	Weekly	Teacher lesson plans and plc notes
Students will meet with grade level mentor for data chats.	Leadership team, classroom teachers, students	Ongoing	N	Monthly	Student data charts and notebooks
Students will be invited and participate in extended learning tutorial opportunities.	Leadership team, classroom teachers	October 2021	N	Weekly	Tutorial accountability logs and EdInsight data
Students will have additional practice opportunities to reinforce and maintain mastery of grade level standards.	Instructional coaches, classroom teachers	Ongoing	N	Weekly	Student performance on standards mastery assessments in iReady.

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?
Extended learning tutoring sessions for students in the lowest 30% in reading and math will be offered outside of the school day.	Leadership team, classroom teachers	October 2021	N	Weekly	Monthly assessments in tutoring to determine student progress
Spring Boost Camps for 3rd-5th grade students for reading, writing, math and science	Instructional coaches, resource teachers, administration, classroom teachers	January 2022	N	Spring Semester	Targeted assessment data

Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All stakeholders will engage in school-wide data meetings and data wall maintenance.	Leadership team will meet with staff to review and update school-wide, grade level and student specific data.	Leadership team, resource teachers, classroom teachers	September 2021	N	Monthly	Updated student data cards on data wall and teacher data reflection sheets and plans
Professional Learning Communities will be regularly scheduled to monitor student data, implement high yield instructional strategies and conduct data analysis.	Teachers will engage in regular PLC meetings conducted by PLC facilitators with support of instructional coaches and administration.	PLC facilitators, instructional coaches, classroom teachers	September 2021	Y	Weekly	PLC agendas, notes, student data and walk through tracking the implementation of high yield strategies.

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?
Classroom teachers will monitor weekly attendance reports.	Classroom teachers, school social worker	Weekly	N	Weekly, Review quarterly	Attendance with 10 or more will be reduce to 25% school wide
Students with excessive absenteeism will be placed on a behavioral tier aligned with the Student Progression Plan.	Classroom teachers, school social worker, guidance counselor, administration	Quarterly	N	Quarterly	Invention plans tracked within 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?
Students will feel comfortable talking with the school's law enforcement officer/deputy.	School resource officer will increase visibility throughout the campus, especially in non-classroom settings.	Administration, school resource officer	Ongoing	N	Daily	Students feedback on safety survey
Students will feel safe in common areas around campus including dining room, walkways, bathrooms and courtyards.	Expand the implementation of PBIS to include direct lessons on procedures and expectations throughout common areas on campus.	Administration, PBIS team, behavior resource teacher, classroom teachers	Fall semester	N	Ongoing	Student feedback on 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?
Expand recognition programs through weekly and monthly newsletters, bulletin boards and social media.	Leadership Team	August 2021	N	Weekly	Maintain a log of staff and students that are being recognized throughout the year.
Expand the use of Harmony curriculum and other SEL programs at each grade level.	Classroom teachers	Ongoing	Y	Daily	School-wide behavioral data
Work closely with SAC and PTA to host events that bring together students, staff and families	Leadership Team	Ongoing	N	Monthly	Sign-In Sheets and Feedback Response

Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Expansion of LKO's Positive Behavior Intervention of Support	Implementing PBIS school-wide Penguin Pride Positive Work Habits, Respect, Integrity, Dedicated and Discipline and Elevate your effort. School Store Daily communication with parents about student behavior	PBIS committee, all personnel, administration, students, parents	August 2021	Y	Daily	Teachers will turn in their weekly PBIS Behavior Chart Teachers will discuss behavior concerns at MTSS meetings

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students in 4th and 5th grade demonstrating high achievement will be placed in PRIMES math.	Administration, instructional coaches, classroom teachers	August 2021	N	Quarterly	Student schedules reflected in Skyward
Advanced Opportunity students will be identified in Skyward and screened for gifted services.	Gifted resource teacher, guidance counselor	Ongoing	N	Quarterly	Students will be identified in Skyward as Advanced Opportunities.
Students identified as Advanced Opportunities will participate in talent development sessions.	Gifted resource teacher, guidance counselor, classroom teacher	September 2021	N	Quarterly	Students will be identified in Skyward as talent development.

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?
Monitor the implementation of CS2020 in K-5 classroom ensuring the fidelity of the tasks	Administration, CS2020 Champion, Math Coach, Teacher of the Gifted	Ongoing	N	Monthly	Teacher lesson plans
Host monthly updates with the 5th grade team to discuss and review lessons leading up to the digital tools assessment.	Administration, CS2020 Champion, Math Coach, and Teacher of the Gifted	Spring 2022	N	Monthly	Number of students passing the digital tools assessment.

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?

Discipline data is reviewed during bi-weekly leadership meetings. The team identifies students with multiple infractions, discuss the magnitude of the behaviors and makes recommendations for potential tiering of students. Additionally, discipline data is reviewed with the curriculum leaders and SAC. Classroom teachers incorporate lessons that promote positive behavior in school and social-emotional learning.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Expand opportunities for collaboration with general education and resource teachers.	Administration, resource teachers and classroom teachers	Ongoing	N	Weekly	Professional Learning Community minutes
Ensure students are receiving accommodations within the general education setting.	Administration, resource teacher and general education teacher	October 2021	Y	October 2021	Accommodations during instruction included within lesson plans and PLC notes.
Expand implementation of curriculum project for direct instruction for students with disabilities.	Resource teachers	September 2021	N	Weekly	Pre and Post data for students within the curriculum project. Schedule of students within the project.

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

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

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

Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.	Partially Beginning
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There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.	Partially Beginning
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General and special education teachers regularly plan instruction together	Partially Beginning
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Action Plan

Indicator 1

Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.

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?
Professional development for staff on collaboration among ESE and classroom teachers on differentiated instruction and co-teaching to support ESE students. The teacher will learn more about grading procedures especially when accommodations or modifications are provided for individual students.	Administration, ESE resource teachers, classroom teachers	September 2021	Y	Each semester	FDLRS Data collection tool On going collaboration with classroom teacher

Indicator 2

There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Sanford Harmony and PBIS are implemented school-wide to support social-emotional and character education for all students.	Administration, Leadership team, PBIS committee, classroom teachers	August 2021	Y	Daily	School wide behavioral data

Indicator 3

General and special education teachers regularly plan instruction together

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?
Resource teachers will join grade level PLCs for instructional focus and data analysis of students.	ESE teachers, PLC facilitators, classroom teachers, administration	September 2021	Y	Monthly	PLC agendas and meeting notes with data analysis of ESE subgroups

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 Training	1	October 2021	Teachers will learn ways to adjust instructional groups and individual instructional paths based on diagnostic data.	All instructional staff	50	Administration, PLC facilitators, instructional coaches, classroom teachers
Instructional High Yield Strategies	1	Quarterly	Teachers will implement high yield strategies into the classroom.	All instructional staff	50	Administration, instructional coaches, teachers
Professional Learning Communities	1	August 2021	Teachers will analyze student data to drive instructional best practice.	All instructional staff	50	Administration, PLC facilitators, instructional coaches, classroom teachers
Sanford Harmony and PBIS	2	Quarterly	Teachers will develop additional ways to support students' social, emotional and behavioral needs.	All instructional staff	50	Administration, guidance, classroom teachers
Hosting successful parent - teacher conferences	2	September 2021	Teachers will be provided appropriate parent - friendly language to share critical information during conferences.	All instructional staff	50	Administration, classroom teachers

Differentiation for Enrichment	3	October 2021	Teachers will implement standards based enrichment activities.	All instructional staff	50	Gifted resource teachers, instructional coaches, classroom teachers
Providing accommodations within the general education setting	Priority 1	August 2021	Teachers will learn how to properly implement accommodations within the classroom, while tracking appropriate data for IEP goals.	PLC	30	Administration and ESE resource teachers
ESE Best Practices within the Classroom	BPIE	October 2021	Teachers will incorporate best practice for ESE instruction within the classroom to meet IEP goals.	All instructional staff	50	ESE resource teachers, classroom teachers