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.

Sterling Park Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

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

School Information

Provide the school's mission statement

We the students, parents and staff of Sterling Park Elementary commit ourselves to the dream of excellence. We strive to provide opportunities for each child to develop as a responsible, resourceful, contributing member of society who face life tasks of work, play, and friendship with courage and commitment.

Provide the school's vision statement

Sterling Park Elementary will support the SCPS mission and vision. MISSION: The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. VISION: 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. *Every student will graduate from high school prepared for their future as a lifelong learner and a responsible citizen. * All staff members will demonstrate high expectations for student's learning and achievement. *Highly qualified, diverse, innovative, and enthusiastic, teachers, administrators, and support personnel will embody a growth mindset and be dedicated to the mission.

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.

Parent responses from the 5 Essentials and the Safety Survey were utilized to determine areas we need to improve upon. Additionally, feedback from the School Advisory Council was utilized to finalize the School Improvement Plan. The SIP will be made available on the Sterling Park Elementary Website.

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.

Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data, and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings on a regular basis, (8) advertising events on school marquee, (9) and numerous other outreach strategies developed by school staff (10) inviting families to participate in various activities (Skate Nights, Bike Rodeo, PBS night, Dividend's Breakfast, Grandparents Luncheon, Family Nights-PBS, Creative Canvases, Math, FSA, Room Parents, Parent Survey).

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)

Sterling Park Elementary has a positive learning environment that supports and encourages collaboration among the faculty and staff. Teachers work within their grade levels, as well as vertically to learn from each other and to accelerate the learning of all students. The culture or lifestyle of Sterling Park Elementary is built upon family. The STPE family includes our students, faculty, staff, parents, and community members. At Sterling Park we treat each other with respect. Which is indicated in our Positive Behavior Support, SOAR Pledge; "We are Safe, students with outstanding Organization who are always Accountable and Respectful". Students have an understanding that we live out our SOAR behaviors throughout the school, in every classroom, our hallways, our restaurant, and on the playground. The expectations throughout the school are consistent and promote respect for all.

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.

The positive culture at Sterling Park is built by the many stakeholders. Our business partners and PTA provide for our school family through the Food Pantry, birthday celebrations for our faculty and staff, and as well as providing free services that meet basic human needs. We have several universities who work collaboratively with us to provide experiences for their students while meeting many of the learning and social/emotional needs of our students. Our school board and other business partners provide materials, resources, and time of which benefit both our students and our teachers. While working together, our students, families, teachers, business partners, and overall community, work together to promote the positive culture/lifestyle of Sterling Park Elementary.

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.

Sterling Park has a school-wide positive behavior plan called SOAR. SOAR is an acronym for: Safe, Organized, Accountable, and Respectful. Students earn Eagle Bucks for exemplifying behavior in accordance with the principles of SOAR. Eagle Bucks are used to purchase items from our PBS incentives, to participate in school-wide celebrations; other examples include: eating lunch with your favorite teacher/administrator, classroom privileges, and extra recess time. Sterling Park also has a PBS team, which is made up of teachers, support staff, custodians, administration, and parents. The focus of our PBS initiative is to reduce challenging behavior by encouraging, rewarding and reinforcing positive behavior, rather than relying on negative consequences to address behavior problems. Working in collaboration with our dividends, mentors, school counselor, school social worker, and mental health counselor support students who need counseling. One-on-one, and small groups are available to those that need support in areas such as: anger management, social skills, interpersonal relationships, and coping strategies. Teachers are encouraged to refer students they believe are in need of, or would benefit from, additional support. Our mentoring program helps address the needs of students who require additional academic and/or interpersonal support. Sterling Park's Food Pantry program ensures all students that need snacks, food to take home for dinner/weekends, and holidays are well provided for. We also sponsor these students for field trips, spirit days, book fair, etc. Our PTA sponsors this program, our students donate regularly to it, business partners provided books, book bags, and school supplies. Our SAC is working with several businesses such as Publix to support our pantry program too.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Christina Langdon	Principal	Tina_Langdon@scps.k12.fl.us	School Operations, Budget, Observations, Curriculum, Support Instruction, Data, Goals, Elementary Commitments, PLCs, ESE, Gifted, A+ Monies, Promotions, Assignments, Retentions, Staffing, Class Lists, 5 Essentials, PTA, SAC, Faculty Meetings, Instructional Leader Meetings, Technology, Code Red
Teresa Thacker	Assistant Principal	Teresa_thacker@scps.k12.fl.us	Observations, Curriculum, Support Instruction, School Improvement Plan, MTSS, Acceleration (Talent Development, Advanced Opportunities, Tutorial) Professional Development, Transportation (Bus Ramps, Daycare), Testing, Substitutes, Fundraisers, Instructional Plans, 504, Intern Coordinator/College Student Observations, Community Involvement/Events (Dividends/Mentors, Business Partners), Print Solutions Approvals, Discipline (Suspensions & Bullying), Recognitions (Teacher of the Year, Employee of the Year), Marquee
Richard Burkett	School Administration Manager	Richard_Burkett@scps.k12.fl.us	Master Schedule, School/Shared Calendar, Facilities, Handbooks, Custodians, Clerical & Support Staff Evaluations, Duty Schedules, Discipline, Aggregating Data, Testing, Truancy, Food Service, Field Trips, Attendance/Truancy, Fire Drills, Health Screenings, School Maps, Pictures/Yearbooks Schedules, and Websit

Ashley Bell	Guidance Counselor		Student Study/ESE Guidance (Individual Counseling, Group Counseling, Baker Acts, Bullying), Referrals for Outside Services, FIN, Social Worker Liaison, Mental Health Liaison, 504, MTSS
Sierra Saey	Guidance Counselor		Positive Behavior Support, Helping to track discipline with ESE students, Ensure fairness and equity with all discipline, Supporting relationships between ESE and General Education Teachers, MTSS, Early Warning
Kathy Stanchina	Instructional Coach	Kathy_stanchina@scps.k12.fl.us	iReady Champion, Accelerated Reader, Acceleration, MTSS, Computer Club, PLC Support, Data, Best-Practice (Kagan, HYS, Differentiation), Instructional Rounds, Side-by-Side Coaching, Think-Map Thursdays, Book Studies
Patricia Terrell	Instructional Coach		iReady Champion, Accelerated Reader, Acceleration, MTSS, Computer Club, PLC Support Data, Best-Practice (Kagan, HYS, Differentiation), Instructional Rounds, Side-by-Side Coaching, Think-Map Thursdays, Book Studies, New Teachers

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Tina Langdon	Principal	Tina_Langdon@scps.k12.fl.us	Lead the charge in the new Benchmark for Excellent Student Thinking (BEST) standards for K-2; Continue the focus on the essential five components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension, with a continued emphasis on writing; Ensure best practices are utilized in the classrooms while engaging students; Ensure interventions are being implemented with struggling students; Analyze data and provide and leaning opportunities for teachers and students based on the findings in the data.
Teresa Thacker	Assistant Principal	Teresa_thacker@scps.k12.fl.us	Partner with the principal in leading the charge in the new BEST Standards for K-2; Continue the focus on the essential five components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension, with a continued emphasis on writing; Ensure best practices are utilized in the classrooms while engaging students; Ensure interventions are being implemented with struggling students; Analyze data and provide learning opportunities for teachers and students based on the findings in the data.

Patricia Terrell	Instructional Coach	Patricia_Terrell@scps.k12.fl.us	Facilitate/lead PLCs while implementing the BEST Standards K-2 and the five components of reading and writing; Model and coach for teachers interventions and best practices to use with their students; Analyze data, provide learning opportunities for teachers, and facilitate professional learning based on the data.
Kathy Stanchina	Interventionist/Instructional Coach	Kathy_Stanchina@scps.k12.fl.us	Provide interventions for struggling students; Analyze data; Model interventions and provide professional learning opportunities for teachers;

Student Transition and Readiness

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

Sterling Park Elementary has established strong community relationships through various community events, school events, and business partnerships. Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's Business Partners program. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Our Business Partner Liaison is a 3rd grade teacher who has increased the number of business partners who participate in supporting our students through their volunteer work, and resources/materials supplied. Our team has reached out to business partners to attend Teach-In, and after school events. The programs our students are involved in to exemplify College and Career Readiness are: makerspace, Lego-Robotics, Rube Goldberg, drama club, art club, blended learning, flexible seating,video production, violins, garden club, cross country, CS 2020 lessons in coding, inquiry-based learning in STEM labs. PRIMES, advanced math courses are offered in grades 4 and 5.

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

Sterling Park adheres to and promotes the ePathways skills for Future Ready Graduates. The focused upon skills for Future Ready graduates are: learning, interacting, participating, and growing. In the area of learning our teachers facilitate the student learning and the emphasis at STPE is to focus on Webb's Depth of Knowledge complexity levels. Our digital mentor is providing professional development to increase blended learning and digital literacy with our students. The PBS initiative promotes interaction with others. PBS encourages students to learn communication and interpersonal skills within small groups. The last future ready skill is growing. Growth mindset, adaptability, and perseverance are areas of emphasis so our students may learn grit and resilience that they can apply to reach their short-term and long-term goals. Another opportunity available for students is Lego-Robotics. The Lego-Robotics team members are able to incorporate all of the areas of ePathways as well as STEAM through friendly competition.

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	**5 Essentials**		
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95	Indicators	Strategic Plan	Target
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95	5E_SM_Classroom Rigor	B.1.1	70
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95	5E Ambitious Instruction	B.1.1	70
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95	5E Collaborative Teachers	B.1.1	70
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			

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 to record scores in data binders/math journals (ELA, math, science, iReady scores, ORF).	Teachers, students, Instructional Coaches, Administration	Weekly	Y	On-going Quarterly Data Chats Monthly Walk-Throughs	*Data recorded on forms *Reflective writing and artifacts *FSA/iReady reports (diagnostic & growth monitor, progress monitoring)
Students to understand and be able to dialog regarding Depth of Knowledge in a lesson/assignment.	Teachers, Students, Instructional Coaches, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Data recorded on forms *Reflective writing and artifacts *FSA/iReady reports (diagnostic & daily; progress monitoring)
Students will be able to speak about their areas of strength/struggle	Teachers, Students, Instructional Coaches, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Data recorded on forms *Reflective writing and artifacts *FSA/iReady reports (diagnostic & growth monitor; progress monitoring)

Students will be able to explain their progress through reflection.	Teachers, Students, Instructional Coaches, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Data recorded on forms *Reflective writing and artifacts *FSA/iReady reports (diagnostic & growth monitor; progress monitoring)
Teachers will plan, post, and monitor the DOK related to the standard. Students will demonstrate through various formative approaches to learning.	Teachers, Students, Instructional Coaches, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Data recorded on forms *Reflective writing and artifacts *FSA/iReady reports (diagnostic & growth monitor; progress monitoring)
Administration to give feedback after asking students targeted questions related to their learning.	Teachers, Students, Instructional Coaches, Administration	Weekly	Y	*Quarterly Data Chats *Monthly Walk-throughs	*Data recorded on forms *Reflective writing and artifacts *FSA/iReady reports (diagnostic & growth monitor; progress monitoring)

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?
Discussion through MTSS meeting cycle (FSA low 30%, iReady data/lessons/toolbox, standards-based monitoring)	Admin, Teacher, MTSS Team	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Tier struggling students through MTSS and provide strategic and meaningful intervention for specific skill deficits.	MTSS Team	Every Six Weeks	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda & meeting notes **Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Refine the Work of our PLCs (DuFour model, planning for rigor, small-group instruction, centers; differentiation)	Teachers, Instructional Coaches, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)

Establish during school tutorials for target students.	Teachers, Instructional Coaches, & Administration	Daily	Y	During and after school	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)

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?
Discuss during Leadership, MTSS and PLC meetings.	MTSS Team, Instructional Leaders, Instructional Coaches, Teachers; Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda & meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Teacher discussion in PLCs related to the following questions: What do we want all students to learn? What do we do if they know it? How will we know if they are learning it? What do we do if they don't learn it?	Instructional Leaders, Instructional Coaches, Teachers, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Analyzing data/Lexiles through iReady, ORF, & PASI	MTSS Team, Instructional Leaders, Instructional Coaches, Teachers, Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)

| Collaborate during Leadership Team meetings (mentors may be assigned, tutorial or computer club recommended) | MTSS Team, Instructional Leaders, Instructional Coaches, Teachers, Administration | Bi-Weekly | N | *On-going
* Quarterly Data Chats
*Monthly Walk-throughs | *Notes written in EdInsight
*Diagnostic/progress monitoring data
*Agenda; meeting notes
*Classroom grades
*Anecdotal notes
*Data reviews (school-wide, through PLC meetings; individually as needed |

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?
Discuss students during PLCs and pinpoint specific skills from various pieces of data and assign to Acceleration Groups accordingly.	PLCs, Teachers, Coaches, and Administration	Weekly	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Assign students to Tutorial groups (during school) according to the data and specific needs (iReady data, grades, and additional data).	PLCs, Teachers, Coaches, and Administration	Weekly	Y	*On-going * During School Tutorial	*Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Conference with students regarding their strengths and struggles. Guide students in setting goals and monitoring with the students.	Students, Teachers, Coaches, Administration	Weekly	N	*On-going *Quarterly Data Chats *Monthly Walk-throughs	*Notes written in EdInsight *Diagnostic/progress monitoring data *Agenda & meeting notes *Classroom grades * Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Mentors may be assigned based on data and PLC discussions	Leadership Team, Teachers	Bi-weekly	N	*On-going *Quarterly Data Chats	*Monthly Walk-throughs

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 In-School Tutorial for the low 30, ESOL, and ESE in the areas of both reading and/or math.	Tutorial Teacher-ESSER	Daily	Y	*On-going *Quarterly Data Chats *Monthly Walk-throughs	PLC discussion, Quarterly Data Chats
Provide In-School Tutorial for students who are in need of Direct Instruction in reading and/or math	Teachers, Coaches, Tutorial Instructor	Daily	Y	During the school day, four days a week	*On-going *Quarterly Data Chats *Monthly Walk-throughs

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 is monitored through the MTSS process habitual tardiness/absences/truancy	Teachers, MTSS Team, SAM, Social Worker, Guidance Counselor, Parents	Weekly	Y	*On-going *MTSS meetings *Weekly meetings with Social Worker *Quarterly Data Chats *Monthly Walk-throughs	*Diagnostic/progress monitoring data *Agenda; meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
District Cluster Meetings: Studying data and trends for students in our Cluster; follow-up at school level related to the data and the cluster goals; monitor and make connections between families at elementary, middle, and high school; working together for our shared families	Teachers, MTSS Teams, SAMs, Social Workers, Administrators, Guidance Counselor	Quarterly	N	Quarterly	*Diagnostic/progress monitoring data *Agenda & meeting notes *Classroom grades *Anecdotal notes *Data reviews (school-wide, through PLC meetings; individually as needed)
Mail Truancy letters and attendance data to parents.Have regular and ongoing conversations, and meetings as necessary with our Truancy Support Team.	Teachers, Administration, Social Worker, Guidance Counselor, MTSS Team, Truancy Support Team	Weekly	N	On-going	*Monitoring risk scores *Reports *Conference notes *Notes from Truancy Team meetings

Discussion in meetings (parents, teachers, students) regarding absences and tardies	Administration, Social Worker, Guidance Counselor, Teachers, Students, Parents, MTSS Team	Weekly	N	On-Going	*Notes in EdInsight *Monitoring risk scores *Reports *Conference notes *Notes from Truancy Team meetings

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 using quiet and appropriate behavior during a Code Red Drill.	Modeling and teaching students to move to the safe corner quickly and staying quiet through the entire drill. The teacher/school staff will reward the students with Eagle Bucks for behaving appropriately during the drill.	Teacher and school personnel	August 2022 and throughout the school year	N	Monthly	Feedback from the leadership team when monitoring the drill. The amount of Eagle Bucks earned.
Bullying	The topic of bullying will be addressed in our Social/Emotional Learning lessons and in our class meetings. Counseling groups will be formed focused on students with bullying behaviors. Guidance will provide in class SEL/Bullying lessons	Teachers, Guidance Counselors, Para Pros, Administration	August 2021	Y	Throughout the school year	Fewer bullying allegations

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?
PTA, Business Partners, and Service groups partner with school staff and students to provide donations to our families in need.	Admin, PTA, teachers, students, community members	Monthly	No	Throughout the school year	Donations made, meals provided to students,
SAC meetings with families, community members, and faculty	Principal, faculty, community members, and families	Monthly	No	Throughout school year	Meeting agendas, artifacts from meetings

Teach-In held virtually/face-to-face	Admin, staff, Business Partners, community members, families	November	N	November	Agenda, artifacts from event
Events on campus (STEAM Night, Movie Night, BINGO Night, FSA Parent Night, Math/Science Night etc.)	Admin, faculty, staff, PTA, Business Partners, families, students	Throughout the school year	N	Monthly	Schedules, artifacts

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?
Teachers complete and update AO Forms for each student who is identified and is participating in Advanced Coursework/Opportunities.	Teachers, Instructional Coaches, Administration, and FTE Secretary	Monthly	Y	On-going	*AO Form *Attendance Rosters *Grades in PRIMES/Advanced Level Courses *Skyward Reports *SCPS Dashboard Data
Explicit scheduling for students who earn a 3 or higher in Math/Reading FSA (PRIMES/Advanced Level Courses)	Teachers, Instructional Coaches, Administration, FTE Secretary	Monthly	N	On-going	*AO Form *Attendance Rosters *Grades in PRIMES/Advanced Level Courses *Skyward Reports *SCPS Dashboard Data
Update AO students in Skyward and distribute data to extracurricular teachers (to ensure they are invited to clubs, sporting activities, etc.)	Teachers, Instructional Coaches, Administration, and FTE Secretary	Monthly	Y	On-going	*AO Form *Attendance Rosters *Grades in PRIMES/Advanced Level Courses *Skyward Reports *SCPS Dashboard Data
Discuss and monitor AO students during Leadership, Instruction Leader, and PLC meetings.	Leadership Team	Bi-weekly	N	On-going	*AO Form *Attendance Rosters *Grades in PRIMES/Advanced Level Courses *Skyward Reports *SCPS Dashboard 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?
Engage students in lessons. Prioritize time for CS2020. Ensuring teachers are content experts in teaching the students.	Administration, teachers, district staff	Weekly	Y	Ongoing	The increased of digital tools earned

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?
Positive Behavior System/Supports (PBS) Monitoring	Create groups that support a growth mindset for all students. Promote personal and social responsibility for student success in school and later in life: Behavior/Friendship groups and classes Sanford Harmony (Class meetings)	Administration , Social Worker, Guidance Counselor, Teachers, Students, Dividends, MTSS Team	Daily, Weekly, Monthly	Y	On-going	*EdInsight data *Class Rosters *Event Notes/Certificates *Raptor

Teach-In held virtually/face-to-face	Admin, staff, Business Partners, community members, families	November	N	November	Agenda, artifacts from event
Events on campus (STEAM Night, Movie Night, BINGO Night, FSA Parent Night, Math/Science Night etc.)	Admin, faculty, staff, PTA, Business Partners, families, students	Throughout the school year	N	Monthly	Schedules, artifacts

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?
Safety Monitoring	Develop Professional Development for School Faculty and Staff regarding campus safety and procedures.	Deputy, Administration, Teachers, Instructional Coaches	Quarterly	Y	On-going	*PD Sign-In Sheet/Learning Logs *Agendas/Meeting notes *Skyward correspondence *Required forms completed (drills and safety checks)
Safety and Educating Parents (SAC, PTA, Parents)	SAC Meetings PTA Meetings Parent Nights	Deputy, Administration, Teachers, Parents, Students	Each Semester	N	On-going	*Agendas/Meeting notes *Skyward correspondence *Required forms completed (drills and safety checks)

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

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.	Partially Beginning
There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	Partially Almost
Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	Partially Beginning

Action Plan

Indicator 1

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

Strategy/ Action Item 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?
Improve upon the communication to Specials Teachers and improve upon the collaboration between Specials Teachers and the teachers of our students who are served through ESE.	ESE Teachers, Regular Education Teachers, Specials Teachers, Related-Service Providers, Para-Pros, and Administration	Daily	Y	On-going	*Teacher's schedules *Teacher's lesson plans *Agendas and notes from Collaborative Discussions/ Meetings

Indicator 2

There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all 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?
Teachers will include team-building and class-building structures to create and support positive interactions among students with and without disabilities.	Teachers, Related-Service Providers, Students, Administration	Weekly	Y	On-going	Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects, meeting agendas

Indicator 3

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.

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?
Parents will be provided with ongoing support through parent meetings, one-on-one conversations with school staff, and written information sent home.	Teachers, Parents, Related-Services, Administration	Quarterly	N	On-Going	List of resources/learning opportunities Meeting Agendas Survey samples and results, Information provided in languages including English

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
The Dufour Model of Professional Learning Communities-PLCs at Work	1,2,3	August	Highly effective PLCs will increase student achievement by focusing on all learners Data will be analyzed more frequently and utilized to guide instruction	Teachers	60+	Leadership
Vertical Articulation for PLCs	1,2,3	Monthly	Grade level teams will meet with the grade above/below to dialog about the Standards taught and how to assist students in making the connections with prior knowledge, new skills, and accelerate their learning; Teachers will use the data for current students to guide their learning	Teachers	60+	Leadership
iReady PD-Resources in the Toolbox to enhance core instruction and differentiate instruction.	1		Teachers will have a deeper understanding of the resources available in iReady and will learn to use the reports in iReady to create small groups and improve instruction and deepen student learning	Teachers	50	Admin, Coaches, and facilitator from iReady
Social and Emotional Learning/Restorative Practice	2	October and throughout school year	Gain a deeper understanding of what behaviors represent in the classroom	All staff	80+	Admin, guidance counselors, coaches, district staff

Trauma Informed Practices-How life-experience effect SLC and behavioral choices in the classroom and at school	3	November and throughout school year	Gain a greater understanding of self, colleagues, and students	All staff	80+	Admin, guidance counselors, coaches, district staff
CS2020 session related to district expectations and integrating implementation on a daily basis in the classroom	3	November and ongoing	Teachers will gain a greater understanding of the expectations and ability to integrate in daily lessons	Teachers	50+	Coaches, teachers, district staff
Safe Team/School Safety PD	2, 3	August and throughout the school year	Safety, Conditions for Learning, Social Skills	All school staff	100+	Deputy, Leadership Team
MTSS/AO/PLCs Update	1,2, 3	August and throughout the school year	Quality Instruction, Professional Learning Communities (PLCs)	Teachers K-5, ESOL, and ESE	90+	Leadership Team
Data Chats (all student groups) Who, Why, What, When	1,2,3	3 x per year	High Impact Indicators Data from iReady and what we are doing to move students	Grade Level Teams, ESOL, ESE teachers	60+	Leadership Team and Teacher
Think Map Thursdays	1,2, 3	Monthly	Various needs will be addressed dependent upon Data Chats and PLC concerns	Grade Level Teams, ESOL, and ESE Teachers	60+	Leadership Team
Sterling Park Mission and Vision	1, 2, 3	August	Meeting the Safety, Relational, and Achievement goals of all of students through the culture of our campus.	All faculty and staff	90+	Leadership Team

BPIE and the Culture of our Campus	1, 2, 3	Quarterly	Meeting the needs of all of our learners throughout our school	All school staff	90+	Leadership Team, BPIE Team, and ESE Teachers
Professional Learning Communities Leadership Team Participation	1,2,3	Bi-Weekly	Quality Instruction for all, Low 30%, Level 1-High, Level 2-High, Level 3-Low, Levels 4 & 5	All grade level PLCs and Instructional Staff	60+	Leadership Team