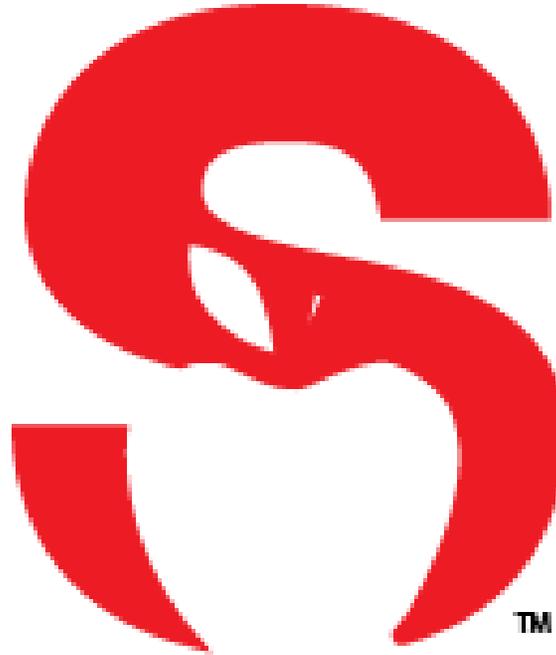


Seminole County Public Schools

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

Keeth 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 Allan F. Keeth Elementary School is to maximize the individual potential of each student by providing a safe, nurturing environment that facilitates love for learning and respect for self and others. Through the utilization of technology and open communication between school, family, and community, we will promote responsible decision making that will prepare students to be productive citizens in a changing world.

Provide the school's vision statement

Keeth Elementary School will be the premier elementary school in the Winter Springs Cluster and a top 5 school in SCPS. Keeth will be recognized at the district and state level for high standards, academic performance, and offering students customized educational pathways. Keeth will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All of Keeth students will perform at the highest levels. There will be equitable facilities and opportunities for all students. The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and 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.

Keeth Elementary involves the community and all stakeholders to collaborate common goals that align with Keeth Elementary, Seminole County Public Schools, and our surrounding area. We involve the community through our School Advisory Council Meetings. We work closely with our Faculty, Staff, and PTA encouraging input as we develop plans that directly impact students. Our focus is on safety, rigorous learning, diversification in the school, and building our community.

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.

Relationships are the centerpiece of what we do and who we are at Keeth Elementary. We are a community school. We work toward what is in the best interest for all of our stakeholders. Our school theme is "One Community, One Family, We are Keeth". We strive daily to implement and maintain this theme in all of our actions. We make a concerted effort to provide open and timely communication with all of our families. Teachers hold parent-teacher conferences and communicate regularly with families via email and by phone. In conjunction with our PTA, we provide regular updates via social media and send messages through School Messenger. We educate and care for all students at Keeth, and endeavor to provide them with the care and high-quality education they deserve.

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)

Building positive school culture and fostering a positive and welcoming school environment are essential to all that we do at Keeth Elementary. By creating a welcoming and supportive school where children and families are invited to be active participants, we are able to provide high quality instruction and build character in all of our students. We provide regular communication with our families through a variety of mediums and encourage parents to be actively involved in their students' education. In addition, we celebrate success every day; we have Student of the Week, Courteous Cougars, extracurricular activities, and family events.

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.

As a community school, Keeth Elementary endeavors to welcome all stakeholders to play an integral role in the safety and education of our students. At the school level, all faculty and staff are invited and encouraged to build learning environments that provide rigorous, high-quality instruction to help each student reach his/her greatest academic potential. Along with building academics, we make a concerted effort to build students' emotionally and socially. Students are encouraged to take pride in their school, academics and positive relationships with faculty, staff, and peers. Students have an opportunity to share their ideas with teachers/staff, the school counselor, and administrators. Our Keeth Community is an integral part of the school. Our PTA is an active, supportive group, working to involve community stakeholders in supporting the mission and vision of Keeth Elementary. Parents are invited to attend Parent-Teacher conferences, campus events, volunteer as SCPS Dividends and take an active role in their students' educational journey. The Keeth School Advisory Council (SAC) works directly with administration, staff, and faculty. Keeth Elementary hosts teacher interns and continues the work of local universities to develop outstanding teachers to continue the great, essential work with our students and community.

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.

Keeth uses the Zones of Regulation with kindergarten through fifth grade. Each morning on the news the 4 zones (blue, green, yellow and red) are reviewed, and strategies given to students to go back to the "green zone" (happy, calm). These lessons are also taught in the classrooms. Keeth also has a team of people that provides additional support to students when needed, including the School Counselor, Social Worker and Licensed Mental Health Counselor. Our School Social Worker not only meets with students individually when needed, but also conducts small groups on an as needed basis. A Safety Survey will be completed and reviewed. Necessary plans will be made to ensure positive strategies are implemented to increase students' feeling of safety at school. Bully Prevention - Keeth Elementary will implement a school-wide program through our Zones/SEL program to reduce bullying and provide social emotional instruction to students for prevention.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Joanne Kramperth	Principal	joanne_kramperth@scps.k12.fl.us	Ensure all day-to-day responsibilities including, but not limited to, curriculum, teaching methods, student achievement, and day to day operations of the facility.
Melissa Singleton	Assistant Principal	melissa_singleton@scps.k12.fl.us	Assisting the principal with day-to-day duties including but not limited to discipline, parent involvement, coordinating facilities and other duties to assure students are learning and safe.
Jennifer Dunaye	Literacy Coach	jennifer_dunaye@scps.k12.fl.us	Duties include but not limited to working with teachers in PLC's to increase student learning with research based practices into the classrooms.
Jennifer Doig	School Counselor / Guidance	jennifer_doig@scps.k12.fl.us	Duties include but not limited to scheduling the student study weekly meetings with parents, teachers and team members, attend and act as the LEA for all IEP and EP meetings, conduct 504 meetings, schedule and attend all 5th grade articulation meetings, attending parent/teacher meetings when requested, assist students in academic, personal and social development through classroom lessons and meet individually with students on an as needed basis, coordinate services for students with our Social Worker and Mental Health Counselor, monitor attendance and identify students who need increased academic support through weekly MTSS meetings.
Adolph Pernal	Technology Tech/Media	adolph_pernal@scps.k12.fl.us	Collaborate with teachers in the implementation of instructional technology and increase student achievement in the classroom.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Joanne Kramperth	Principal	joanne_kramperth@scps.k12.fl.us	Monitoring of instructional strategies, including interventions and enrichment, provide support for curriculum and supports
Melissa Singleton	Assistant Principal	melissa_singleton@scps.k12.fl.us	Monitoring of instructional strategies, including interventions and enrichment, provide support for curriculum and supports
Jennifer Dunaye	Literacy Coach	jennifer_dunaye@scps.k12.fl.us	Instructional coaching of staff members, new teacher support, MTSS process, i-Ready liaison, and curriculum (math and reading) intervention and enrichment specialist.
Catherine Orsine	ESE & Intervention Teacher	catherine_orsine@scps.k12.fl.us	Intervention supports for students tiered for reading and mathematics

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.

Keeth Elementary is collaborating closely with Indian Trails Middle School, Winter Springs High School, and privately owned businesses to advance our students' knowledge in our Program of Emphasis (POE), renewable energy. The strategies we have utilized when creating these partnerships usually stems from our tight knit community. Many of the business owners in the area have students who attend Keeth, so building that rapport with our community members is second nature. We are currently working with a local landscape company that gives us the knowledge and skills for our students to be competent gardeners during our Renewable Energy Garden Club. Keeth is working alongside Indian Trails Middle School to make connections with Duke Energy, further empowering our renewable energy emphasis. Our Duke partnership has funded our STEAM partnership between ITMS and Keeth for over three years. Lastly, we have made connections with Winter Springs High School and allowed their Renewable Energy Club to visit our 5th graders and show off some amazing renewable energy demonstrations. Our goal is to be able to continue these programs in the second semester of this school year.

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

Keeth offers a variety of programs that contribute to the career and technical education of our students. For the past 5 years, the partnership between Keeth and our community has grown and blossomed to include a flourishing Renewable Energy Garden Club. Living in Florida, landscape and gardening is a multimillion-dollar industry. Not to mention, this program aligns with our renewable energy emphasis as well as our ePathways commitment at Seminole County. Student Council gives students the opportunity to run for school government and teaches them about public speaking all the while building their confidence. Our Lego robotics club offered students an opportunity to plan, build, and program working robots to complete a defined task. Our goal is to offer this again in the second semester. In the past, our 5th grade students were given the opportunity to meet with the renewable energy club at Indian Trails Middle School for monthly STEM lessons that are interesting and engaging. We hope to be able to resume these activities during the second semester. Keeth also offers multiple music opportunities to students, from chorus, to Orff, to even a chimers group. Every student can find his/her own voice. The art program at Keeth is second to none! Our veteran art teacher provides lessons that expose students to the beautiful world of art.

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?
Each student will have a data notebook to track their data. Primary will include sight words, fluency, select standards and I-Ready. Intermediate will include fluency, select standards, FSA data and i-Ready data.	Students Teachers & Leadership Team	On going	Y	Mid and End of the Year	Student data notebooks Administration will review data notebooks during walk-throughs.
Teachers will have data chats with students to set goals and review data points.	Students Teachers & Leadership Team	On going	Y	Mid and End of the Year	Student data notebooks Administration will review data notebooks during walk-throughs.

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?
Weekly reports for i-Ready minutes and lessons passed will be reviewed by teachers and the Literacy Leadership Team.	Classroom Teachers & Leadership Team	Ongoing	N	Monthly	Summary Notes from PLC/Team meetings, Student i-Ready Reports, Data tracking pages within eCampus, and/or Student intervention plans within EdInsight
Data will be tracked by teachers within an eCampus for i-Ready, quarterly grades and fluency and reviewed by the leadership team.	Classroom Teachers & Leadership Team	Ongoing	N	Monthly	Summary Notes from PLC/Team meetings, Student i-Ready Reports, Data tracking pages within eCampus, and/or Student intervention plans within EdInsight
Intervention plans will be recorded and implemented within EdInsight	Classroom Teachers & Leadership Team	Ongoing	N	Monthly	Summary Notes from PLC/Team meetings, Student i-Ready Reports, Data tracking pages within eCampus, and/or Student intervention plans within EdInsight
Small group instruction targeting prerequisite and remedial skills will be provided within the classroom and Intervention Groups.	Classroom Teachers & Leadership Team	Ongoing	N	Monthly	Summary Notes from PLC/Team meetings, Student i-Ready Reports, Data tracking pages within eCampus, and/or Student intervention plans within EdInsight

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?
Targeted small group instruction to address non-mastered standards	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N	Monthly	Teacher lesson plans and PLC meeting notes, Enrollment and monitoring of school-based tutorial sessions, and/or Monthly Early Warning Reports from EdInsight
Provide in-school tutorial sessions based on student need for ELA or Math	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N	Monthly	Teacher lesson plans and PLC meeting notes, Enrollment and monitoring of school-based tutorial sessions, and/or Monthly Early Warning Reports from EdInsight
Monitor student attendance	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N		Teacher lesson plans and PLC meeting notes, Enrollment and monitoring of school-based tutorial sessions, and/or Monthly Early Warning Reports from EdInsight

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?
Targeted small group instruction to address non-mastered standards	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N	Monthly	Teacher lesson plans and PLC & MTSS meeting notes, Enrollment and monitoring of school-based tutorial sessions, and/or Monthly Early Warning Reports from EdInsight
Provide in-school tutorial sessions based on student need for ELA or Math	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N	Monthly	Teacher lesson plans and PLC & MTSS meeting notes, Enrollment and monitoring of school-based tutorial sessions, and/or Monthly Early Warning Reports from EdInsight
Monitor student attendance	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N	Monthly	Teacher lesson plans and PLC & MTSS meeting notes, Enrollment and monitoring of school-based tutorial sessions, and/or Monthly Early Warning Reports from EdInsight

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?
Tutorial funds will be used to hire tutorial substitutes to work with 3rd – 5th grade students on focused reading and math interventions, based on Florida Standards. Targeted lessons from i-Ready will also be used.	Classroom Teachers, ESE and ELL Teachers and Leadership Team	Ongoing	N	Bi-Monthly using formative assessments for ELA and Math	Data chats and data charts Monthly data meetings with teams and administration

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?
Teachers will monitor weekly attendance reports	Leadership Team, Classroom Teachers, School Counselor, School Social Worker	Ongoing	N	Monthly	Skyward Attendance, Teacher Conference Form, and/or EdInsight Intervention Plans
Parent-Teacher conferences recording and documenting absences	Leadership Team, Classroom Teachers, School Counselor, School Social Worker	Ongoing	N	Monthly	Skyward Attendance, Teacher Conference Form, and/or EdInsight Intervention Plans
Students with excessive absences will be tiered and monitored with interventions established.	Leadership Team, Classroom Teachers, School Counselor, School Social Worker	Ongoing	N	Monthly	Skyward Attendance, Teacher Conference Form, and/or EdInsight Intervention Plans

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?
Safety Drills	Inform faculty and staff regarding district and school-based safety and security procedures/protocols. Train faculty and staff regarding district and school-based safety and security procedures/protocols, with practice activities/drills.	Leadership Team, Classroom Teachers, School Resource Deputy (SRD)	August - May	Y	Quarterly / Monthly	SCPS Safety Drills & Fire Exit Drills Documentation – Raptor System
Fire Exit Drills	Inform faculty and staff regarding district and school-based safety and security procedures/protocols. Train faculty and staff regarding district and school-based safety and security procedures/protocols, with practice activities/drills.	Leadership Team, Classroom Teachers, School Resource Deputy (SRD)	August - May	Y	Quarterly / Monthly	SCPS Safety Drills & Fire Exit Drills Documentation – Raptor System

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?
Provide regular communication with families and community members.	Leadership Team and Classroom Teachers	August - May	N	Monthly	School Messenger, Skyward, Social Media, Parent-Teacher Conferences, Community Events, PTA Meetings, & SAC Meetings
Solicit input from all stakeholders to improve stakeholder interactions/experiences.	Leadership Team and Classroom Teachers	August - May	N	Monthly	School Messenger, Skyward, Social Media, Parent-Teacher Conferences, Community Events, PTA Meetings, & SAC Meetings

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?
Bullying Prevention	Implement a school-wide program through Zones of Regulation / SEL to reduce bullying and provide social-emotional instruction to students for prevention.	Leadership Team, School Counselor, and Classroom Teachers	August - May	Y	Monthly	Administration and SRD

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?
Increase number of students participating in PRIMES classes	Leadership Team, Gifted Resource Teacher, and School Counselor	Ongoing	N	Every Grading Period	Monthly report pulled form ed-Insight to review AO and Gifted students' grades; review i-Ready Diagnostic Data
Increase the number of students scheduled in a gifted cluster class.	Leadership Team, Gifted Resource Teacher, and School Counselor	Ongoing	N	Every Grading Period	Monthly report pulled form ed-Insight to review AO and Gifted students' grades; review i-Ready Diagnostic Data
Monitor student grades for academic success	Leadership Team, Gifted Resource Teacher, and School Counselor	Ongoing	N	Every Grading Period	Monthly report pulled form ed-Insight to review AO and Gifted students' grades; review i-Ready Diagnostic Data

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Increase use and successful completion of SCPS CS2020	Classroom Teacher and Leadership Team	August – May	Y	Quarterly	Student completion of CS2020 components, culminating project, and complete of ICTs.

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?
Talent Development	AO Support and Monitoring to schedule identified AO students for talent development.	Leadership Team, Gifted Resource Teacher, and School Counselor	Ongoing	N	Monthly	Review i-Ready progress and nationally norm referenced data for top 10% and schedule for Talent Development.

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 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 class.

Partially Beginning

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

An unexpected error has occurred

All special education teachers are full, collaborative members of a general education curriculum team.

Partially Beginning

Action Plan

Indicator 1

Special, electives and career technical education 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 class.

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?
Special, electives and career technical education 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 class.	Leadership Team & ESE Teachers	End of Semester	N	Monthly	PLC Minutes, ESE teacher data/input forms for general education teachers and lesson plans

Indicator 2

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms 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?
All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.	Instructional Coach	End of Year	N	Two times per year / End of each semester	Paraprofessional schedules, lesson planning and documentation with the Instructional Coach's schedule/plans

Indicator 3

All special education teachers are full, collaborative members of a general education curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All special education teachers are full, collaborative members of a general education curriculum team.	ESE Support Facilitation Teacher(s) and Leadership Team	End of Year	Y	Ongoing	Curriculum Team Meetings, agendas, rosters, and minutes/notes

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Weekly PLCs with instructional coach and administration – standards-based data collaboration and planning	Student owned progress monitoring	Weekly - Tuesdays	FSA, i-Ready, DRA	All Classroom Teachers	50	Leadership Team
Data and Interactive Notebooks	Student Owned Progress Monitoring	On going	Student Owned Progress Monitoring and Feedback	All Classroom Teachers	50	Administration
i-Ready for Strategic Small Group and Whole Group Instruction	Student owned progress monitoring	1/19 & 1/26/2022	Differentiated instruction	All Classroom Teachers	40	Leadership Team
School Safety	Safety	Quarterly	Emergency drill procedures, school-based threats and personal safety.	School-Wide	75	Administration & SRD
Bullying & Harassment Prevention	Safety & Relationships	8/2021 & 9/2021	Promote positive peer interactions and building relationships	School-Wide	75	Administration
SCPS – Online CS2020 PD for Teachers	Increasing the number of digital tools earned	1 time per year	Increase teachers ability to successful instruct using CS 2020 curriculum and resources	Classroom Teachers with a focus on 5th Grade Classroom Teachers	5-15	Leadership Team

ESE Support Facilitators Informational
Session

BPIE

August 2021

Increase general education
teachers' understanding of
students with disabilities,
accommodations, and instructional
practices

All Classroom
Teachers and
Paraprofession
als

70-75

ESE Support
Facilitation
Teacher(s) and
Administration