

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Heathrow 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 Heathrow Elementary School is that of Seminole County Public Schools, which is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens.

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

The vision of Heathrow Elementary is that we will work collaboratively to ensure that all students acquire the knowledge, skills and attitudes necessary to be successful in life. We believe that each child is capable of success and we will work as a team to prepare students to become responsible citizens by providing a safe learning environment that will foster cooperation, mutual respect and optimum development of the whole child.

### **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.**

Heathrow Elementary used the data collected from the 5 Essentials survey completed in the spring as well as the student and parent Snapshot results and comments to focus on all areas that were deemed in need of improvement.

**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.**

---

Each new school year our teachers set out to create a new “community” in their classrooms in which students and parents feel welcome and respected for who they are. Parents and children are welcomed with an initial personal phone call by the teacher during the week before school begins. Parents and children are invited in before school begins to meet their teachers. Our school’s School Advisory Council (SAC) is reflective of our school’s diversity and parents are invited to assist the principal in ensuring we always grow as a school. We hold conferences with each student’s parents the first 30 days of school to go over the child’s progress. This continues as the year unfolds as needs arise. Parents can see their child’s progress and grades through our Skyward system. We, of course, invite families to participate in SAC and PTA Boards, invite families to attend PTA meetings and participate in school related events, using multiple genres of social networking such as Facebook and Twitter, as well as send electronic/paper-based newsletters to families on a regular basis, developing a school website as well as classroom and grade level websites/eCampus courses that communicate important school, grade level, and progress monitoring information, advertising events on our school marquee, utilizing in our front office a lap-top equipped with Google Translate to assist our many non-English speaking parents with all their needs, and numerous other out-reach strategies developed by school staff.

---

## 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)**

“The Power of a Positive Team”- book study will be utilized for all staff members. The emphasis will be on establishing real, mutually accountable teams that portray positivity and encouragement to all our students.

**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.**

Counselor- works with small groups of students or individuals to make sure they are happy, content and successful. PBIS Team- our Positive Behavior team meets several times a year to discuss changes or additions to our reward system that is implemented in classrooms and schoolwide. Leadership Team- Administration, Coach and Counselor team up to meet with teams of teachers and individual students to offer encouragement and advise. This is done regularly throughout the school year. Hospitality Committee- a committee formed by staff members to help with morale building activities throughout the school year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Our school incorporates the concepts of “Zones of Regulation” curriculum in both our regular education and special education environments in order to use consistent social-emotional language across all areas. Guidance and Administration are able to provide informal assistance or guidance to parents and teachers through parent conferences. The Counselor is able to provide resources to families ranging from mentoring options, community-based options and referral to our Social Worker. The Guidance Counselor also works with our Families in Need Department to provide for the needs of our students. Teachers have access to members of our Exceptional Student Education Team who have expertise in working with students manifesting difficulties in a wide range of social emotional areas. Our school also works with county personnel from the hearing and vision departments, as well as the county Health Department to implement the School Health Services program.

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

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Brett White	Principal	<a href="mailto:Brett_white@scps.k12.fl.us">Brett_white@scps.k12.fl.us</a>	Instructional Leader/ Collaborates with Leadership Team weekly on Wednesday mornings
Rebecca Wagner	Assistant Principal	<a href="mailto:rebecca_wagner@scps.k12.fl.us">rebecca_wagner@scps.k12.fl.us</a>	Instructional Leader/ Collaborates with Leadership Team weekly on Wednesday mornings
Erin LeRoy	Instructional Coach	<a href="mailto:leroyez@scps.k12.fl.us">leroyez@scps.k12.fl.us</a>	Instructional Leader/ Collaborates with Leadership Team weekly on Wednesday mornings/ PLC Lead
Kaela Cromer	Guidance Counselor	<a href="mailto:cromerkm@scps.k12.fl.us">cromerkm@scps.k12.fl.us</a>	Instructional Leader/ Collaborates with Leadership weekly on Wednesday mornings/ ESE Lead

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

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Rebecca Wagner	Assistant Principal	<a href="mailto:maria_wagner@scps.k12.fl.us">maria_wagner@scps.k12.fl.us</a>	Lead Literacy person. Coordinates team meetings. Works close with Instructional Coach
Erin LeRoy	Instructional Coach	<a href="mailto:leroyez@scps.k12.fl.us">leroyez@scps.k12.fl.us</a>	Instructional Leader/ Collaborates with Leadership Team weekly on Wednesday mornings/ PLC Lead. Main contact for Curriculum
Trisha Roney	Primary Teacher	<a href="mailto:Trisha_roney@scps.k12.fl.us">Trisha_roney@scps.k12.fl.us</a>	K-2 Rep for all meetings and communications
Michele Maggiore	Intermediate Teacher	<a href="mailto:Michele_maggiore@scps.k12.fl.us">Michele_maggiore@scps.k12.fl.us</a>	3-5 Rep for all meetings and communications

---

## 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.**

Heathrow Elementary has as many as 25 business partners that works with our school. A lot of our partners visit and teach during our county-wide “Teach-In” every November. They also set up tables and informational materials at our Summer Expo every Spring. Our business partners do a great job of informing our students about the different opportunities they may have as they plan for their future. We also have several clubs such as STEM (Coding) and Robotics that deal with Engineering and Science that meet once a week for a good portion of the school year. The students in these clubs are in grades 4 and 5. These teams compete in state competitions each year. Select students that receive a level 4 or 5 on FSA, have the opportunity to attend the Duke Talent Identification Program through Duke University for 4th and 5th graders. This program allows students to discover and explore their academic talents. Some benefits of this program include, access to optional above grade level testing and enrichment opportunities.

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

At Heathrow, we have various opportunities for students to explore the technical world. We do an “ExStream” lesson every Wednesday for 30 minutes that provides a plethora of technical and vocational learning. We also have after school teams (clubs) such as STEM, Robotics and Math Olympiad that allows fourth and fifth graders opportunities to work in areas such as science, math, engineering and practical application. All grade levels (K-5) incorporate coding lessons throughout the school year as well. This allows students to work on programming and problem solving in a way that call for hands-on experiences.

## 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?
Student Data Notebooks- admin. Visits students or students visit admin periodically throughout the year.	Student/Teacher/ Admin.	Ongoing	Y	Throughout the year	Ready Diagnostics/ FSA Reports/ Admin verification by initialing and time stamping the notebook
Student Centered –Marzano Learning Strategies- Daily	Student/ Teacher/ Leadership Team	Ongoing	Yes	Throughout the year	iReady Diagnostics/ FSA Reports
Student Data Conferences w/ teachers	Student/ Teacher	Ongoing	No	Throughout the Year	Conference Forms/ student Reflection and Goal Sheets/ iReady Diagnostic Results

### Low 30% Monitoring Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
MTSS weekly / iReady usage reports and pass rates (weekly)	MTSS Team/ Instructional Coach/ Admin./ Teacher	Ongoing	No	Throughout the Year	iReady Diagnostic Results/ FSA scores/ MTSS meeting notes
DRA Fall, Winter, Spring	Teacher/ Instructional Coach	Quarterly	No	Three times per year and Situationally	Common Assessments/ DRA Results
Admin. One-on-one data meetings with students (ongoing)	Admin. / Students	Ongoing	No	Throughout the year	Diagnostic 3 / FSA Results/ Admin verification by initialing the notebook with date and time
Admin. One-on-one data meeting with teachers	Admin. / Teachers	Fall, Winter, Spring	No	October, January, March	Diagnostic 2 and 3/ FSA Results/ meeting notes/ Spreadsheet/ checklist/ Heathrow Data spreadsheets
iReady Diagnostic 3x per year	Admin. / Teacher	Fall, Winter, Spring	No	September, December, May	Diagnostic 2 and 3/ FSA Results
Grade Level Data meetings with teachers (3 times per year)	Leadership Team/ Teachers	Fall, Winter, Spring	No	September, January, March / April	Diagnostic 2 and 3/ FSA Results

Students with Risk Scores (EdInsight)	MTSS Team	Ongoing	No	Throughout the year	Diagnostic 3/ FSA Results/ MTSS meeting notes
Tutorial (Grades 3-5)	Admin. / Teachers/ Team Leaders	October-April (2 Times per week)	No	Tuesdays and Thursdays/ October - April	Diagnostic 2 and 3/ FSA Results/ PLC meeting notes

## 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?
Differentiated Instruction (daily)	Student / Teacher	Ongoing	Yes	Throughout the year	iReady Diagnostic Results/ PLCs/ MTSS/ Data Meetings
Intervention Block (WIN)	Instructional Coach/ Teacher	Ongoing (Starts Sept. 3)	No	Ongoing	MTSS meetings/ iReady Diagnostic Results/ Data Meetings/ Data chats w Students/ Admin verification by initials and time stamp in notebooks
MTSS- Weekly	Instructional coach/ Guidance Counselor/ Teacher	Weekly; All	No	Throughout the year	PLC meetings/ MTSS follow-up meetings/ iReady Diagnostic Results/ DRA results
iReady Usage/Pass Rate Reports	Student/ Teacher/ Admin.	Weekly; All	No	Weekly throughout the year	iReady weekly Reports/ iReady Diagnostic Results
iReady Growth Monitoring Reports	Teacher/ Leadership Team	Ongoing	No	Throughout the year	iReady Reports/ iReady Diagnostic Reports
Academic Mentors	Admin. / Teachers	Ongoing	No	Throughout the Year	PLC meetings with CAMPP team/ iReady Diagnostic Results/ iReady Lessons and Pass Rates

Data Notebooks	Student/ Teacher/ Admin.	Ongoing	No	Throughout the year	iReady Weekly Reports/ Diagnostic Reports/ Admin verification (initials)
----------------	-----------------------------	---------	----	---------------------	---

---

Student Data Conferences- with admin.	Student / Teacher/ Admin.	Ongoing	No	Throughout the year	Common Assessments/ iReady Diagnostic Results/ Admin verification (initials)/ Admin spreadsheet
--	------------------------------	---------	----	---------------------	---

### Low Level 3 Monitoring Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Differentiated Instruction (daily)	Teacher/ Admin.	Ongoing	Yes	Throughout the Year	DRA Results/ iReady Diagnostic Results/ Lesson Plans/ Walkthroughs/ LSI tracker reports
iReady Usage/Pass Rate Reports	Student/ Teacher/ Admin.	Ongoing	No	Weekly- Throughout the Year	iReady Weekly Reports/ iReady Diagnostic Results
MTSS Meetings- Weekly	Instructional coach/ guidance Counselor/ Teacher	Ongoing- Weekly	No	Throughout the year- weekly	DRA Results/ iReady Diagnostic Results/ Common Assessments results/ MTSS meeting notes
Ready Growth Monitoring Reports	Teacher/ Admin.	Ongoing	No	Throughout the year	DRA Results/ iReady Diagnostic Results
Academic Mentors	CAMPP Team	Ongoing	No	Throughout the year	Common Assessments/ iReady Pass Rates/ iReady Diagnostic Results/ FSA Reports
Student Data Conferences/ Data Notebooks	Student/ Teacher/ Admin.	Ongoing	No	Throughout the year	iReady Diagnostic Reports/ FSA Results/ Admin verification (initials) and time stamp
Effective PLC's (planning)	Team Leader/ Instructional Coach/ Admin./ Teachers	Ongoing	No	Throughout the year	Diagnostic 2 and 3/ FSA Results/ PLC meeting notes/ Admin participation at PLC meetings

## Tutorial Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Additional in-school support. Three recently retired teachers support in the areas of Reading and Math in Grades 3-5. Tuesdays and Thursdays	Admin./ Team Leaders/ Instructional Coach	October through end of April	No	Tuesdays and Thursdays October through April	Diagnostic 2 and 3 Results/ DRA Results/ walkthroughs/ classroom visits

## 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

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Truancy Process	Guidance Counselor/ Admin.	Ongoing	No	Throughout the year/ Situational	Daily / Weekly Attendance Reports
Teacher Phone call home for 3rd consecutive absence.	Teacher	Ongoing	No	Throughout the year/ Situational	Attendance Reports- Daily and weekly
Collective Responsibility- formation of SIP Team to work on SIP and involve more stakeholders	Teachers/ Admin.	Fall 2021	No	August, 2021 / May 2022	SAC Approval in September

## Safety Survey Action Plan

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Before School Safety	Increase number of adults on the PE pavilion each morning for morning duty	Administration	August 10, 2021	N	Daily	Observation
Safety Team	Continuation of Safety Team- 6 members	Administration	August 10, 2021	N	Daily	Observation

## Building Relationships and Connecting with Stakeholders Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
“Power of a Positive Team” Year Long PD	Principal	Fall 2021	Y	1st Semester	PD Learning Logs
Virtual Parent Night- PTA	PTA/ Admin	Fall 2021	N	1st Semester	Attendance Sheet

## Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

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

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

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

---

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

---

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ExStream- Wednesday Science / Technology/ Engineering clubs	Teachers	Fall 2021	Sept through Dec 2021	AO Reports June 2022	
Heathrow Harmony Chorus	Music Teacher	Ongoing	No	Throughout the year	Scheduled Performances
Robotics /Coding	ETF/ Gifted Teacher	Ongoing	No	Throughout the year	Robotics Competition/ Club Roster
SECME	3rd Grade Teacher	Ongoing	No	Throughout the year	Attendance Roster
Math Olympics	5th Grade Gifted Teacher	Ongoing	No	Throughout the year	Attendance Roster

## Increasing the Number of Digital Tools Earned Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Students in 5th grade will have the opportunity to earn digital tools certifications due to their use of coding opportunities	Administration, teachers, students	End of year	N	Weekly	Increased numbers of students earning digital certifications by 5%.

---

## 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*

---

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

---

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications	Partially Almost
---	------------------

---

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost
--	------------------

---

## Action Plan

### Indicator 1

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

---

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?
The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.	Leadership Team	Fall 2021	No	4 X per year	SST notes/ MTSS/ EDInsight



---

**Indicator 2**

---

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications

---

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?
Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. The school provides access to goals related to short and long-term improvement efforts on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision -making. Family input on inclusive practices is gathered in a variety of ways.	Leadership Team	Fall 2021	No	Week of Pre-Plan (August 3 -7)	SST notes/ MTSS/ EdInsight

### Indicator 3

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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?
There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified in various school documents, such as: Staff roster; Professional Learning Community (PLC) minutes; Team planning logs; Staff handbook; School website; and Newsletters.	Administration/ Guidance	Ongoing	No	Throughout 2021-2022 school year	SST notes/ MTSS/ EDInsight

## 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
District 2 Hour PDs	1	Quarterly	SCPs PDs focus on the students' levels, interests and future options along with the importance of building rapport	Instructional Staff	65	Admin./ Instructional Coach
Differentiated Instruction / Guided Reading	2	Quarterly	PD will focus on the interpretation and analysis of data and the importance of working with individuals based on their individual data	Instructional Staff	65	Instructional Coach
"Power of A Positive Team"	Learning Log; Reflection	Sept. 2021	This PD will help build teams as Real Teams and therefore make for more productive PLCs	All Staff	80	Brett White, Principal
High Yield Indicators- Marzano	3	Fall 2021	PDs will focus on 7 indicators that detail student engagement, complexity levels, rigor and differentiated instruction	Instructional Staff	65	Admin./ Instructional Staff
LSI Tracker- Breakdown of Reports and Trends	4	Throughout the school year	PD will show teachers how they can track their own classroom and the behaviors of the students and teacher regarding complexity levels	Instructional Staff	65	Admin.
Bullying	5	Fall of 2021	Focus will be on Intricacies of Bullying reporting and building of relationships with students	All Staff	65	Guidance/ Admin.

Cross- Grade Articulation

6

January 2022 ;  
May 2022

Teachers collaborate using  
Framework/ Instructional Plan  
along with student data

Instructional  
Staff

65

Admin.