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

Partin 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 Partin Elementary School is to provide quality learning instruction through rigorous instruction, provide positive conditions for learning for all students to make one year's growth in one year's time, and foster skills for future ready graduates.

Provide the school's vision statement

Named for a teacher in the Oviedo community that worked tirelessly on behalf of her students, Marguerite Partin Elementary School is determined to make every child a "star." Partin Elementary School faculty and staff, made up of diverse, highly caring, dedicated and qualified community members, work towards creating a school environment that provides meaningful educational opportunities for each and every student. Our school improvement and professional development goal for the year is that all teachers will focus on learning gains with a focus on lower quartile and students in the High Level 1, High Level 2, and Low 3 sub levels, reducing achievement gaps and access gaps, Advanced Opportunities, and improving student attendance.

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.

Parents and the community are invited and encouraged to attend monthly School Advisory Council (SAC) meetings to develop the School Improvement Plan and review progress of the SIP at monthly meetings. Meetings may be attended through WebEx or in person. Dates and times of meetings are communicated by posting on the School Website, sent home in the monthly newsletter, School Messenger and posted on the school marquee. The English for Speakers of other Languages (ESOL) teacher communicates the SIP to parents and ensures that the SIP is translated in languages that parents can understand.

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.

Partin Elementary uses multiple strategies to build positive relationships with families to increase involvement. These strategies include Meet Your Teacher, Curriculum Nights, utilizing daily planners, monthly newsletters, the school website, school messenger, monthly SAC meetings and the marquee to communicate school information, the mission and vision of the school, as well as school events. Skyward Family Access and school conferences are held to keep parents informed of their child's progress. PTA also works with the school and hosts Spirit Nights and other PTA events that promote positive relationships with families and helps to increase involvement.

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)

Partin Elementary has established a positive behavior support (PBS) plan in order to create a positive school culture and environment. School-wide expectations have been established and students earn "Starbucks" as they demonstrate positive behavior. Each teacher has also established classroom expectations and students engage in positive experiences designed by teachers, such as Fun Fridays, classroom treasure box and other positive experiences. The Certified School Counselor, Mental Health Counselor and Social Worker work with students as well and visit classrooms with specific needs. They also offer support groups to provide students with various and specific needs an outlet for dealing with the complicated issues that may arise in their lives. As these PBS strategies are implemented, they will impact positive school experiences for 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.

A positive culture and environment is promoted by many stakeholders at Partin. All school staff follow the Positive Behavior Support Plan in an effort to promote a positive culture and environment. Families participate through our Parent Teacher Association (PTA and SAC) by partnering with the school to plan and implement events and activities that promote a positive culture between the home and school. Students engage in these activities throughout the school day and school year. Our Business Partners provide incentives and sponsor events to promote, recognize and encourage a positive culture and environment. The Certified School counselor, Mental Health Counselor, and Social Worker work with students as well as visit classrooms to provide Social Emotional lessons (SEL) and individual support for students with specific needs and also arrange support groups for students, as needed.

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.

Partin Elementary has established a positive behavior support plan that helps to ensure the social-emotional needs of all students are being met. The Certified School Counselor, Mental Health Counselor, and Social Worker work with students as well as visit classrooms with specific needs and also arrange support groups to provide students with various needs an outlet for dealing with the complicated issues that may arise in their lives. These groups can include 1. Grief Group, 2. Anger Management, Group 3. Social Skills Group, and 4. Leadership Group. The Partin Mentor Program is an opportunity for Peer Mentors (5th grader students, staff, or Dividends) to meet with a student, usually once a week or at least every other week. This is a voluntary program. When meeting with their Mentor, there are many things to do! Some activities may include: homework help, arts and crafts, games, reading together, or maybe even just hanging out to talk. The goal is to provide opportunities for your student to have fun, share interests, make friends and be successful! For students with intensive needs, the Partin School Counselor, Mental Health Counselor, and School Social Worker utilize the SCPS Access Agreement to provide counseling services.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Martha Garcia	Principal	martha_garcia@scps.k12.fl.us	To monitor the follow-through of all items developed in the SIP and ensure target goals are being met.
Lynette Bornemann	Assistant Principal	Lynette_bornemann@scps.k12.fl.us	To support the principal with monitoring all items in the SIP and ensuring target goals are being met.
Pamela Moll	Reading Coach	Pamela_moll@scps.k12.fl.us	To support and monitor the reading targets in the SIP.
Julie Keating	Math Coach	julie_keating@scps.k12.fl.us	To support and monitor the math targets in the SIP.
Tamara Ciupik	Guidance Counselor	Tamara_ciupik@scps.k12.fl.us	To support and monitor the ESE targets in the SIP.
Michelle Carroll	Gifted Teacher	Michelle_carroll@scps.k12.fl.us	To support and monitor the targets in the SIP.
Emily Willadsen	Educational Technology Teacher	Emily_willadsen@scps.k12.fl.us	To support and monitor our electronic datasheet for tracking our student progress.
Amanda Frazier	VE teacher	Amanda_frazier@scps.k12.fl.us	To support and monitor the ESE targets in the SIP.
Carmen Hebert	ESOL teacher	Carmen_hebert@scps.k12.fl.us	To support and monitor the ESOL targets in the SIP.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Martha Garcia	Principal	martha_garcia@scps.k12.fl.us	To implement and monitor the SCPS Comprehensive Evidence-Based Reading Plan at Partin
Lynette Bornemann	Assistant Principal	lynette_bornemann@scps.k12.fl.us	To implement and monitor the SCPS Comprehensive Evidence-Based Reading Plan at Partin; Monitors progress of tiered and Lower quartile students
Pamela Moll	Reading Coach	Pamela_moll@scps.k12.fl.us	Facilitates ELA PLC's and ELA PD. Facilitates school-wide reading interventions for Tier 2 & 3 students and assists with analysis of school-wide reading data and instructional best practices
Emily Willadsen	ETF & Media Support	Emily_willadsen@scps.k12.fl.us	Assists with implementation and monitoring of the SCPS Comprehensive Evidence-Based Reading Plan at Partin; assists with developing and providing incentives and communication to students and families; Communicates and shares data with LLT
Michelle Carroll	Gifted Resource Teacher	michelle_carroll@scps.k12.fl.us	Implements best practices for reading and acceleration for Gifted, Talented and Advanced Opportunity students and monitors data using continuous improvement model (CIM); provides PD for teachers in best practices and strategies for these students; Communicates and shares data with LLT

Amanda Frazier	V.E. Support Facilitation Teacher	amanda_frazier@scps.k12.fl.us	Implements best practices for reading and acceleration for V.E. students and monitors data, taking action using continuous improvement model (CIM); Communicates and shares data with LLT
Carmen Hebert	ESOL Teacher	carmen_hebert@scps.k12.fl.us	Implements best practices for reading and assists with closing gaps and acceleration for ESOL students and monitors and takes action based on data using continuous improvement model (CIM). Communicates and shares data with LLT

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.

Partin is committed to customize learning to prepare students in the 21st century. Students are engaged in daily collaborative discussions, interacting with technology, developing a growth mindset, and connecting to real-world problem-solving. Through the use of our STEM lessons and computer science coding, students can increase their ability for innovation, imagination, and digital literacy. In addition, Partin builds upon our curriculum with the use of business partners, community organizations, and events such as Teach-In to enhance our students broad understanding of careers and exploration of specific interests for the future.

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

Partin offers computer science which involves coding and robotics lessons for grades K – 5. STEM (Science, Technology, Engineering, Math) lessons are provided to each grade level through a weekly rotation as an enhancement to their curriculum to approach content in a critical way through exploration and unique problem-solving. In addition, we have Maker's Space where students can enhance their learning with items such as marble mazes, Littlebits, Lego Wall and Robotics with Dash and Dot and Ozobots.

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

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

Math

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

Science

Indicators	Strategic Plan	Target
Achievement	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: White	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: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

5 Essentials

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

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will maintain data notebooks that will be updated regularly throughout the year.	Students, classroom teachers, ESE teachers, admin.	5/25/22	N	Baseline, Monthly data, mid-year data, and end of the year.	Students Data Notebooks will include iReady data and subject specific data. Teachers initial and date on data logs after data chats with students.
Student-Led Conference with parents	Teachers, Admin.	5/25/22	N	January and February 2022	Students will lead data conferences with a family member to share their progress towards meeting grade level benchmarks and standards. This will be based on current health conditions.
Teachers will conference with students to discuss their subject area goals, progress towards meeting goals discuss strategies for targeted growth.	Teachers, Admin.	5/25/22	N	Quarterly	Students' data notebooks to include date/initials of data chats with students; Updated goals in data notebooks
Students will maintain an interactive math journal to reflect critical information/notes and track progress	Students, Classroom Teachers, ESE teachers	5/25/22	N	Weekly	Student math journals

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?
Teachers will complete an electronic data tracking form that will identify and include students in the lowest 30%. Data tracked includes i-Ready, ORF, math fluency, writing, and other assessments specific to each grade level.	Teachers and Leadership Team	5/25/22	N	Baseline, monthly, quarterly, mid-year, and end of the year.	Updated electronic data; PLC meeting logs
Monitor common assessment and i-Ready data in PLC's and plan standards-based and differentiated instruction with target/task alignment based on results to close gaps in learning.	Teachers, Coaches, Admin.	5/25/22	N	Weekly	PLC meeting logs; on-line data tracking sheets; i-Ready subgroup data
MTSS cycle with teachers	Teachers, reading coach, math coach, guidance counselor, and administration.	5/25/22	N	Six week cycle	Weekly meetings with teachers to track and monitor student progress for MTSS.

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?
Teachers will complete an electronic data tracking form that will identify and track data of High Level 1's and 2's. Data tracked includes iReady, ORF, math fluency, writing, and other assessments specific to each grade level.	Teachers, Coaches, Admin.	5/25/22	N	Baseline, monthly, quarterly, mid-year, and end of the year.	Improved students performance on FSA. Data analysis of trends, growth, and up to date electronic tracking.
Leadership Team will conduct data review chats with assigned students that are High Level 1 and High Level 2's.	Leadership Team	5/25/22	N	Baseline, monthly, quarterly, mid-year, and end of the year.	Improved students performance on FSA. Data analysis of trends, growth, and up to date electronic tracking. Leadership team weekly monitoring and giving feedback to administration during weekly Leadership Team meetings.
Monitor common assessment and i-Ready data of High Level 1's and High Level 2's in PLC's and plan standards-based and differentiated instruction with target/task alignment based on results to close gaps in learning.	Teachers, Coaches, Admin.	5/25/22	Y	Weekly	PLC meeting logs; on-line data tracking sheets; i-Ready subgroup data
Students will be placed in intervention groups based on data analysis and progress will be monitored through intervention assessments and formative/summative assessments.	Teachers, Coaches, Admin.	5/25/22	N	Monthly; 6-week MTSS cycles	MTSS notes, PLC data logs

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?
Teachers will complete an electronic data tracking form that will identify and track data of Low Level 3 students. Data tracked includes iReady, ORF, math fluency, writing, and other assessments specific to each grade level.	Teachers, Coaches, Admin.	5/25/22	N	Baseline, monthly, quarterly, mid-year, and end of the year.	Improved students performance on FSA. Data analysis of trends, growth, and up to date electronic tracking.
Leadership Team will conduct data review chats with assigned students that are targeted Low Level 3 students.	Leadership Team	5/25/22	N	Baseline, monthly, quarterly, mid-year, and end of the year.	Improved students performance on FSA. Data analysis of trends, growth, and up to date electronic tracking.
Monitor common assessment and i-Ready data of Low Level 3's in PLC's and plan standards-based and differentiated instruction with target/task alignment based on results to close gaps in learning.	Teachers, Coaches, Admin.	5/25/22	Y	Weekly	PLC meeting logs; on-line data tracking sheets; i-Ready subgroup data

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 small group reading and math support for tiered students using research-based materials.	Interventionists, Reading Coach, Math Coach, Admin.	5/25/21	N	Weekly	Tutorial Tracking Sheets

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?
Science Instruction and Monitoring	Teachers will provide quality instruction to all students during the science block with a focus on vocabulary and reading within the content area. 4th and 5th grade teachers will incorporate Fair Game Standards for review.	Teachers, Coaches, Admin.	5/25/21	N	Weekly	Science Common Assessment Data, Walkthroughs

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?
Run a weekly report and monitor for trends for extended absences.	Guidance Counselor, Admin.	5/25/22	N	Weekly	Skyward attendance, EdInsight, Truancy Letters, Conference forms, documented meeting with teachers and parents.
Invite parents and teachers in for a meeting to discuss strategies to improve attendance or tardies.	Guidance Counselor	5/25/22	N	Monthly	Truancy letter invites and Conference forms

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Building relationships with school law enforcement	Officer Matt Brongel will make himself available before and after school as well as in the Red Apple Dining to be visual to students and talk with students to build positive relationships with law enforcement.	Officer Matt Brongel	August 2021-May 2022	N	Weekly	Observation by administration
How to prepare the school for emergencies.	The school officer will work with the staff and students on safety protocols such as identifying the hard corners in the school for emergency situations	Officer Matt Brongel and administration	August 2021-May 2022	Y	Monthly	Students will practice drills and be able to go to the hard corners in their classrooms.

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?
Increase communication and Social Media	Admin., teachers	5/25/21	N	Weekly	Newsletters, School Messenger communications, Facebook, Website
Implement Student Advisory Council	Admin.	5/25/21	N	December, February, April	Sign in sheets, minutes

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?
Talent Development hosted by our gifted teacher. Increased use of our Maker Space in the media center for use of Robotics, Marble Mazes, Lockboxes, Little Bits, Dash and Dot, Ozobots, and the Lego Wall.	Gifted Teacher, teachers, and administration	5/25/22	N	Quarterly	Talent Development, PRIMES, Increased Gifted enrollment
Screening all 2nd-Grade students for possible Gifted and Talented Development services.	Guidance Counselor	5/25/22	N	Once a year	Report of students that have now qualified for gifted and talented services.
Primes Math Classes	Teachers, Admin.	5/25/22	N	Daily	Common formative assessment data, unit assessments

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?
Implement 5th grade Computer Science Module instruction	Teachers, Math Coach, Gift Resource Teacher, Admin.	5/25/22	Y	Weekly	Program completion; Digital Tool Exam results; PLC minutes
Provide student incentives for completion of program and passing exam	Teachers, Coaches, Admin.	5/25/21	N	Quarterly	Program Completion

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Review student's ESE support services and ensure goals and support are aligned to meet student needs and grade level standards.	ESE teachers, Admin., Staffing Specialist	5/25/22	N	Monthly	ESE meeting minutes
Monitor common assessment data and plan/deliver research-based instruction and interventions based on results to close gaps	Classroom Teachers, V.E. Teachers, Admin.	5/25/2022	N	Bi-weekly	Grade level PLC's, PLC minutes, walkthrough data

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

The school culture and environment will be monitored through the lens of discipline data by: 1. Tracking minor offenses of students monthly with the PBS team and developing action steps to improve behavior and 2. Monitoring discipline referral data with the PBS team and developing action steps to improve behavior to reduce discipline referrals

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 a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	Partially Beginning
School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job, on best practices for inclusive education for all SWDs.	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.	Partially Beginning

Action Plan

Indicator 1

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

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 Guidance Counselor will oversee, coordinate and monitor the implementation of best practices for inclusive education for all SWDs.	Guidance Counselor, Admin.	5/25/22	Y	Weekly	IEP notes, PD logs; Grade level PLC logs, admin. walkthroughs

Indicator 2

School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job, on best practices for inclusive education for all SWDs.

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 PD related to effective inclusive practices for SWD students. PD will be provided through existing school structures such as PLCs, collaborative team planning and peer coaching.	Teachers, Admin., Guidance Counselor, School Psychologist	May-21	Y	Monthly	Documentation of training to staff through reflection logs; PLC meeting logs; MTSS notes; PD sign in sheets

Indicator 3

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?
Paraprofessionals will receive PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms.	Paraprofessionals ESE teachers, Guidance Counselor, Admin.	5/25/22	Y	Quarterly	PD reflections; sign in sheets

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
i-Ready Next Steps Training	1	10/26/2021	Accelerate learning and close gaps in Grades K-5	All instructional staff	60	Administration
Dreambox Mathematics Program	1	Fall 2021	Close Academic gaps in grades K-5 for mathematics instruction	All math teachers, V.E. teachers, and administration	35	Admin., Math Coaches
Professional Learning Communities At Work	1	Biweekly	Utilize Professional Learning Communities (PLC's) to improve instruction and academic achievement for all students	All instructional staff	60	Administration, Coaches, Team leaders
Trend Tracker PD	1	Monthly	Reveal trends in standard/target/task alignment in order to improve instruction and academic achievement for all studetns	All instructional staff	60	Administration
Safety and Security Meetings	2	Quarterly	Safety	PD	80	Administration and SRO
5th Grade Computer Science PD	3	October 2021	Provide instruction on 5th Grade Computer Science Series and best practices	Fifth Grade teachers	3	5th Grade Math/Science teachers, Admin.

Best Practice strategies for Inclusive Education	BPIE	January 2022	Teachers and Paraprofessionals will utilize best practice strategies for inclusive education	All instructional staff and Instructional Paraprofessionals	80	Admin., School Psychologist, Guidance Counselor, VE teachers
Write Score PD	1	9/2021; 10/2021	PD will improve writing instruction in 4th and 5th grades and improved data analysis of common assessments to plan instruction and improve student writing.	4th & 5th grade teachers, Admin., Reading Coach	10	Admin.