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

Wicklow 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

Wicklow Elementary Magnet School for Global Pathways engages all children in a collaborative environment with an inquiry-based approach to develop knowledgeable, caring and internationally-minded scholars. We inspire our scholars to become lifelong learners and creative thinkers who take action to make a positive impact in our world.

Provide the school's vision statement

Wicklow Elementary Magnet School for Global Pathways will teach our scholars to become globally-minded citizens and equip them with the strategies, knowledge, and skills needed to pursue excellence in our modern society. Our scholars will explore and connect firsthand with cultures of the world through language immersion, partnerships, and technology. We will teach our students to listen, speak, read, and write in two languages; achieve academic excellence through an international approach, and develop cultural awareness and sensitivity. Wicklow Elementary Magnet School will be the top elementary school in the Northwest Cluster. Our focus on excellence are summed up in a few simple, strategic practices: 1. Support our outstanding students, teachers, and staff. 2. Identify the instructional needs of every student, differentiate our approach, and provide best instructional pedagogical strategies. 3. Create a culture of commitment and excellence in our school that supports our students, staff, and community. Wicklow will support the SCPS vision that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens. All students will perform at the highest levels and the school's personnel will be highly qualified, care about the well-being of every student, diverse, innovative, enthusiastic, and dedicated to the mission of our district and school.

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.

Wicklow's parents and the community are key stakeholders in the development of our annual plan to improve. Our PTA and SAC are heavily involved in the process of parent and community input in the way of monthly meetings year round. As we develop our School Improvement Plan annually, I make it a point to address the SIP and seek their input on goals and the direction our school desires to improve upon. Our 5 Essentials survey results are also heavily reflected on as we use the feedback to shape the supportive environment.

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.

Wicklow Elementary Magnet School for Global Pathways works very closely with its students and families with the intent to positively highlight every student's culture, educate and celebrate the differences, which make our school so rich. Wicklow is also an IB/PYP Candidate School. Starting in August, we have several community events and IB/PYP Nights throughout the year including World Language Night, an annual Disney Musical, Book Fairs, Curriculum Nights, Title I sponsored family nights, and PTA events that support our efforts. Our school environment embraces the Spanish language, as many of our families speak Spanish. This can be seen through all home/school communication and marquee announcements. Wicklow has embraced a Dual Language Immersion Program. Working as a collaborative team, kindergarten through fifth grade teachers and Dual Language teachers, teach the English curriculum, Spanish language and culture through a full-immersion model. Other events, such as Teach In, also gives our students the opportunity to share their culture with their peers.

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)

At Wicklow, we take a proactive approach to building a positive school culture and promoting exceptional behavior. We take steps to ensure our scholars are Explorers. Having an "Explorer" mentality will be useful for successfully navigating the challenges of a global community. We know that a high-performing school is more than just one that shows high student test scores. We believe that to be a high-performing school, scholars must be provided opportunities to grow and learn across a transdisciplinary curriculum. As an authorized International Baccalaureate (IB) Primary Years Programme World School, Wicklow Elementary prepares scholars to be lifelong learners through a focus on ten IB Learner Profile attributes: • Inquirers • Knowledgeable • Thinkers • Communicators • Principled • Open-minded • Caring • Risk-takers • Balanced • Reflective

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.

Stakeholder groups including teachers, students, families, volunteers, and community members are all involved in promoting our positive school culture and environment. School events, activities, initiatives are planned proactively and based on feedback and data. We believe thhe communication at Wicklow is key to the promotion of our positive climate. Students and teachers receive daily announcements via our "Morning Announcements." Faculty and Staff receive communications via email twice a week with important announcements and calendar coordination. Families and community members are sent a Weekly Family Update and can access important announcements via our social media accounts. This cycle of communication coordinates the stakeholder groups and provides all with a chance to be a part of our Wicklow Family.

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.

Wicklow Elementary Magnet School for Global Pathways has established various counseling services for the needs of our students. We have a mentor program with our older Student Council students working with primary classes and an Alpha Counselor on site. We also have a food and clothing pantry for our families in need. Counseling services are provided by a school-based Wicklow Certified School Counselors, on an as needed basis. Currently, we also have several agencies that have an Agency Access Agreement with Seminole County Public Schools that provides on-site counseling and home counseling services for our students. These agencies take Medicaid, other insurance, and offer some funding for parents who may not have Medicaid or insurance. Classroom Teachers may also refer students who may need mentoring or just friendly listening ear. Students may have lunch with the counselor, receive special birthday pencils when celebrating a birthday, and request through classroom teachers to speak with a counselor related to any personal issues.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Daniel H. Windish, Ed.D.	Principal	daniel_windish@scps.k12.fl.us	My main responsibility is to ensure a safe and supportive learning environment where student achievement is top priority.
Claude Archie	Assistant Principal	claude_archie@scps.k12.fl.us	Mr. Archie's main responsibility is to ensure a safe learning environment and to support teachers and learning.
Carson Stone	Assistant Principal	carson_stone@scps.k12.fl.us	Mr. Stone's main responsibility is to ensure a safe, learning environment and to support the implementation of the IB/PYP magnet program.
Lisa Hengehold	School Administration Manager	lisa_hengehold@scps.k12.fl.us	Mrs. Hengehold's main responsibility is to ensure a safe, learning environment and to support facilities and the daily operations of the school.
George Gordon	Behavior Support	george_gordon@scps.k12.fl.us	Mr. Gordon's main responsibility is to ensure a safe, learning environment and to support teachers in implementing proactive approaches to behavioral disruptions to learning.
Tina Jones	Certified School Counselor	tina_jones@scps.k12.fl.us	Conducting and facilitating SEL at Wicklow via small group lessons, targeted whole group lessons, leading SST meetings, leading MTSS meetings, and coordinating related services for students.
Kristin Froess	ELA Instructional Coach and Intervention	kristin_froess@scps.k12.fl.us	Coordinate resources, support, and intervention in the area of ELA for Kindergarten and 1st Grade.

Erin Nusbaum	ELA Instructional Coach and Intervention	erin_nusbaum@scps.k12.fl.us	Coordinate resources, support, and intervention in the area of ELA for 2nd Grade and 3rd Grade.
Ashley Haney	ELA Instructional Coach and Intervention	ashley_haney	Coordinate resources, support, and intervention in the area of ELA for 4th Grade and 5th Grade.
Kristin Culbreth and Kevin Wadley	Mathematics Instructional Coaches and Interventions.	culbrekz@scps.k12.fl.us ; kevin_wadley@scps.k12.fl.us	Coordinate resources, support, and intervention in the area of mathematics for K, 1st, 2nd, 3rd, 4th, and 5th grade.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Kristin Froess	Reading Coach	kristin_froess@scps.k12.fl.us	Ms. Froess supports Kindergarten and 1st grade English/Language Arts instruction by facilitating PLC's and coordinating resources.
Erin Nusbaum	Reading Coach	erin_nusbaum@scps.k12.fl.us	Mrs. Nusbaum supports 2nd and 3rd grade English/Language Arts instruction by facilitating PLC's and coordinating resources.
Ashley Haney	Reading Coach	ashley_haney@scps.k12.fl.us	Mrs. Haney supports 4th and 5th grade English/Language Arts instruction by facilitating PLC's and coordinating resources.
Rachel Hughes	Reading Interventionist	hughesrr@scps.k12.fl.us	Mrs. Hughes coordinates small group interventions for students needing support.

Public and Collaborative Teaching

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

Opening school during the pandemic, careful attention has gone into the planning of safety for all. Wicklow Elementary Magnet School for Global Pathways utilizes Professional Learning Communities and Professional Development to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards and the IB/PYP curriculum. Teachers have a common plan time in the mornings and specific scheduled Wednesday afternoons for Professional Developments in which to collaboratively plan their instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Every year, Seminole County Public Schools hosts a teacher job fair in the spring. The registration for our job fair produces many candidates and we are able to sign many new contracts of teachers who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital earning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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

Students are taught organizational skills for use at school and home. Wicklow Elementary Magnet School for Global Pathways creates an environment where college and career awareness are a focus, such as: college displays in classrooms, guest speakers, university field trips. Wicklow Elementary also provides scholars with an opportunity for career-minded clubs. We offer Gardening Club, Disney Musical, Basketball, Cross Country, SECME, and Junior SECME etc.

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

Students at Wicklow Elementary Magnet School have different opportunities to experience career and technical education programs such as all K-5 students being taught CS2020 Coding. Every student will receive 10 grade level lessons this year. In addition to coding instruction, students are being exposed to different career opportunities in Teach In. Also our scholars had the opportunity to experience author visits as we secured a Sunshine State Book author and a virtual author as well. These authors speak about what it takes to write and publish a book. Finally, in the spring we will have a Career Fair where professionals from different industries will come to speak about their careers, education, and professions.

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?
Continuous Data Review- Wicklow will foster a data-driven environment that focuses on students owning their data and accelerating their learning. Every student will have a data notebook that will be updated to reflect their learning and progress. Students will update their own data and be able to articulate their strengths and their opportunities for growth. Students will review their data with their parents at the Student-Led Conference Night in the Spring. Teachers will conference with students to encourage them to reach their potential and intervals throughout the school year.	Administration, Staff, Parents, and Students	May 2022	N- Support provide through PLC	Weekly Monthly Quarterly	Resource Team Meetings Leadership Team Meetings Individual Teacher Data Meetings Grade Level PLCs Student Data Notebooks Student Tracking Logs Student Data Chats/Conferences Student-Led Conference Night
Student Data Notebooks- Teachers will be provided with a list of "must haves" and "may haves" for their student data notebooks.	Adminstration	September 2021	N	Once	Student Data Notebooks will have required information.
PLC Discussions- Coaches and Admin will conduct grade level PLC sessions with administrative representative to discuss progress with the Data Notebooks.	Administration	May 2021	N- Support provided through PLC	Quarterly	PLC notes will be kept as evidence to reflect monitoring.

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Academic Achievement Profile- Create an Academic Achievement Profile and Monitoring Chart for all students who fall in the Low 30%. We will refer to these students as our A30 students. These charts will be added to throughout the school year.	Administration and Staff	May 2022	No- PLC	Weekly Monthly Quarterly	A30 Binders; Resource Team Meetings and Leadership Team Meetings Agendas; Individual Teacher Data Meetings Grade Level PLCs Student Data Notebooks; Student Tracking Logs; Student Data Chats/Conferences Student-Led Conference Night
Monitoring Plan- Assign each member of the leadership team A30 students to be responsible for monitoring and ensuring classroom teachers are monitoring.	Administration	Assignments made in August 2021; Complete by May 2022	N	Monthly check-ins will be done.	These charts will be kept in a binder in the Admin Conference Room,
Strategic Intervention- Students will be placed in strategic intervention WIN groups (What I Need) based on need and provided with instruction using Ready Books and other resources.	Coordination will be done by the Instructional Coaches	May 2022	N	Every six weeks students will be regrouped.	Groups will be tracked and student monitoring will be done by classroom teachers and the leadership team.

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?
Academic Profile- Create an Academic Achievement Profile and Monitoring Chart for all students who fall in the High Level 1/High Level 2 ranges. We will refer to these students as our H1 and H2 students. These charts will be added to throughout the school year.	Administration, Students, and Staff	May 2022	N	These charts will be added to on a monthly basis.	These charts will be kept in our school binder in the Admin Conference Room.
Monitoring Plan- Assign each member of the leadership team H1/H2 students to be responsible for monitoring and ensuring classroom teachers are monitoring.	Administration	Assignments made in August 2020; Complete by May 2021	N	Monthly check-ins will be done	These charts will be kept in our school binder in the Admin Conference Room.
Strategic Intervention- Students will be placed in strategic intervention WIN groups(What I Need) based on need and provided with instruction using Ready Books and other resources.	Coordination will be done by the Instructional Coaches	May 2022	N	Every six weeks, students will be regrouped.	WIN Groups will be tracked and student monitoring will be done by classroom teachers and the leadership team.
ESSER Tutorial- Using ESSER funds, level 2 students will be invited to and participate in after-school tutorial program- Expanding Our Minds with teachers.	Administration; teachers	Invitations sent out in October; October-December	N	We will run this through the first semester and look at funding to run another session in the second semester.	Levels assessed to make a determination on current levels prior to the start of Expanding Our Minds and levels will be assessed post the program to determine growth.

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?
Focused Monitoring- Wicklow will focus on our Level 3s and ensure they are provided rigorous instruction, and accelerated curriculum, and advanced reading, math, and science opportunities. These students' data will be monitored. These students will be encouraged to take advance courses such as PRIMES and online courses. They will participate in clubs and be encouraged to participate in the dual language program.	Administration, Staff, Students, and Parents	May 2022	PD	Weekly Monthly Quarterly	IB/PYP Notebook and Reflections; Data Wall; Resource Team Meeting Agendas; Leadership Team Meetings Agendas; Individual Teacher Data; Grade Level PLCs Student Data Notebooks; Student Tracking Logs
Academic Achievement Profile- Create an Academic Achievement Profile and Monitoring Chart for all students who fall in the Low Level 3 ranges. We will refer to these students as our L3 students. These charts will be added to throughout the school year.	Administration	August- October 2021; Ongoing	N	These charts will be added to on a monthly basis.	These charts will be kept in our school binder in the Admin Conference Room
Monitoring Plan- Assign each member of the leadership team L3 students to be responsible for monitoring and ensuring classroom teachers are monitoring.	Administration	Assignments made in August 2021; Complete by May 2021	N	Monthly check-ins will be done.	These charts will be kept in our school binder in the Admin conference Room

Strategic Intervention- Students will be placed in strategic intervention WIN groups (What I Need) based on need and provided with instruction using Ready Books and other resources.	Coordination will be done by the Instructional Coaches	May 2022	N	Every six weeks, students will be regrouped.	WIN groups will be tracked and student monitoring will be done by classroom teachers and the leadership/resource team.

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?
After School Tutorial- We will provide opportunities in Math, Reading, Science, and Writing for students in 3rd, 4th, and 5th grades to remediate their knowledge based on the 2021 FSA scores. Tutorial sessions will take place on Mondays and Wednesdays for one hour with a ration of 10 students to 1 teacher.	Administration; Lead Tutor; Tutorial Teachers	Ongoing through May 2022	N	Twice weekly	iReady Lessons results and MTSS Data Meetings notes will be used as evidence as well as Student Tracking Logs and Tutor Tracking Logs.
Saturday Morning Tutorial- Saturday sessions of tutorial for Writing and Science will be provided.	Administration; Lead Tutor; Tutorial Teachers	Ongoing through May 2022	N	Sessions offered prior to standardized tests in the subject (January and April)	Student tracking logs and tutor tracking logs

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?
e-Pathways: Accelerated and Advanced Opportunities	Focused Monitoring for Advanced Opportunities-Wicklow will focus on increasing ELA and Math proficiency and learning gains by identifying our "on level" iReady primary students, AO students, and our Level 3s, Level 4s, and Level 5s to ensure they are provided rigorous instruction, and accelerated curriculum, and advanced ELA, Math, and Science opportunities.	Administration and Staff	26-May-22	PD	Monthly and Quarterly	AO meetings; Individual Teacher Data Meetings notes; Student Data Notebooks; and Student Tracking Logs

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?
Focused Attendance Monitoring- Wicklow will monitor student attendance. Teachers will follow the Attendance/Truancy policy. Teachers will contact parent when a student is absent more than 3 days. Truancy monitoring meeting with designee and social worker biweekly.	Administration, Teacher, and Social Worker	May 2022	N	Ongoing	Conference forms; Attendance Logs; Meeting Agendas

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?
Coordination of the Responses to Emergency Situation	Emergency Coordination- Work with the school resource officer to reassess the current plan and the campus and adjust accordingly.	Admin, SRO, and Dean	May 2022	Y	Ongoing	Frequent safety presentations; after action reports
Identification and Communication of Emergency Responses	Outline Responses- An outline of responses will be shared during monthly staff meetings and weekly communications in order to emphasize and stay current with safety protocols and requirements.	Administration; School Resource Officer	Start- August 2021; End May 2022	N	Faculty/Staff Meetings	Presentation materials; sign-in sheets

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?
School Events and Family Nights- Wicklow will hold School Events and Family Nights including, but not limited to, Read and Treat; Magnet Night; Night of Thanks; Holiday Nights	Administration and Leadership/Resource Team	May 2022	N	Events held throughout the school year	Agendas and flyers as well as communication surveys.
English Language Learning Classes- Wicklow Elementary will host ESOL Family Nights and English Language Classes for Parents coordinated with tutorial sessions for students.	Administration, ESOL Teachers, World Language Teachers	May 2022	N	First ESOL Night held on October 1st. English Classes for parents coordinated on Thursdays.	Flyers; sign-up forms; attendance sheets; lesson plans
Community Outreach- Wicklow Elementary will have representation at Community Events and provide outreach in the Sanford community.	Administration	May 2022	N	Periodically and as in-person events return	Flyers, participation forms, and attendance sheets
Disney Musical- Wicklow will put on a Disney Musical production.	Music Teacher; Art Teacher; Administration	May 2022	N	Students will practice weekly during the second semester. The show will be performed in late April/early May.	Sign up and permission slips, attendance sheets, show program, and video of production

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?
Wicklow Safety Measures	Safety Measure Coordination- Wicklow will continue to be vigilant in keeping staff and students safe. The mask procedure and cleaning procedures will remain in effect as per School Board requirements. Staff and students will continue to participate in the monthly safety drills. Wicklow's Emergency Response Team will continue to meet regularly. Wicklow staff will participate in quarterly safety professional developments. Wicklow will contine to work on strategies to increase the staff RAVE access.	Administration, Staff, Students, and Parents	May 2022	N	Ongoing	Raptor Reports RAVE percentage Meeting Agendas Sign-In Logs Presentation Powerpoints
High Interest Clubs and IB/PYP opportunities for all students.	Opportunities- Wicklow will continue to provide a positive culture and engage all students by providing a fun learning environment through the various IB/PYP opportunities, high interest clubs and activities.	Administration, Staff, Students, and Parents	May 2022	N	Ongoing	Master List of Clubs; Permission Slips; Attendance sheets; Awards; Pictures; Student Reflections

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?
Purposeful AO Opportunities-Wicklow will provide rigorous instruction, accelerated curriculum, and advanced ELA, Math, and Science opportunities to AO students. AO students will take PRIMES math. AO students will be encouraged to enroll in dual language classes. AO students will be encouraged to participate in clubs and other enrichment/community service IB/PYP opportunities.	Administration, Staff, and Students	May 2022	N	Ongoing	Master List of Club Skyward identification; Leadership Team Agenda; Resource Team Agenda; AO Contact Designee to monitor opportunities will keep resources in a coordinated location.

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?
Computer Science and Tech Opportunities- Wicklow will provide opportunities to Students and participation in the Computer Science assessment	Administration, 5th Grade Teachers; All Grade Level Teachers;	May 2022	N	Periodically throughout the 2021-2022 school year	Lesson plans; computer science assessment participation testing sheets
Tech on the Specials Wheel for 3rd-5th Grade- Wicklow will provide students with technology lessons once every 7 days.	Administration, Tech Facilitators	May 2022	N	Students will rotate in 3rd-5th grade to a technology focused special area class.	Lesson plans; special area schedule

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

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Beginning
School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning
General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Beginning

Action Plan

Indicator 1

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

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?
Focus on Student First Language- Wicklow staff will make a concerted effort to appropriately communicate when speaking or writing about students who receive exceptional student services or staff who teach the students. Staff will be provided with a form "What do you call a person with a disability?" We will review the form and make a concerted effort to communicate appropriately.	Administration and Staff	Ongoing	N	Ongoing	PLC- Agenda "What do you call a person with a disability?" form

Indicator 2

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?
Intentional Planning Time Coordination- Administration will change the duty schedule to reflect common planning time. Regular Education teachers and ESE teachers will utilize common planning time to collaborate and work on the PLC Process.	Administration and staff	May 2022	N	Ongoing	Duty Schedule; Lesson Plans; PLC Notes

Indicator 3

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

Strategy/ Action Item	Person(s) Responsible	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Common Planning Time Alignment- Regular Education teachers and ESE teachers will utilize the common planning time to collaborate, plan, and clarify roles and responsibilities and to work through the PLC Process.	All teachers	N	Ongoing	Duty Schedule Lesson Plans

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
Adventurous Instruction- Starting the School Year	Quality Instruction	Weekly	This PD activity will provide teachers and staff with the outline of the school year's goals.	Instructional and Non-Instructional Faculty and Staff	90	Administration
Differentiation- Small Group Training	Quality Instruction	August 25, October 6, January 26, February 9	These PD activities will improve the focus and activities students will experience during small group instruction.	Instructional faculty	60-70	Administration; Instructional coaches
IB/PYP Planning	Quality Instruction	Weekly and some after-school sessions for each 6 week Unit of Inquiry	This PD activity will increase student mastery of grade level standards and increase critical thinking skills	Wednesday PDs, Common Planning Times, PLCs, school-wide, and all grade levels	60-70	IB/PYP Coordinator, all teachers, administration
Instructional Inquiry PD	Quality Instruction	August 18, September 15, October 20, December 1	This PD activity will improve the use of inquiry-based lessons used during instruction and will increase the cognitively complexity of the learning experiences of our students.	Instructional faculty	60-70	Administration; PYP Instructional Coach

Cultural Competency- Engagement PD	Conditions for Learning	September 1 and March 2	This PD will provide teachers with opportunities to reflect and improve upon cultural competency and therefore, improve engagement of all students.	Instructional faculty	60-70	Administration; Instructional Coaches
Safety Presentation	Conditions for Learning	Once a quarter/4 times a year and ongoing	These presentations will highlight safety as a priority and will increase safety awareness to ensure the best safety practices.	Wednesday PDs, school-wide, and all staff	70	Administration; School Resource Officer
IB/PYP Planning	Skills for Future Ready Graduates	Weekly and some after-school sessions for each 6 week Unit of Inquiry	This PD activity will increase student mastery of grade level standards and increase critical thinking skills.	Grade Level PLC's	60-70	IB/PYP Coordinator, all teachers, administration
Differentiation- Small Group Training	BPIE- Best Practices for Inclusive Education	August 25, October 6, January 26, February 9	These PD activities will improve the focus and activities students will experience during small group instruction.	School-wide	70	Administration; Instructional Coaches