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

Crystal Lake 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 Crystal Lake Elementary community will uphold an enthusiastic, collaborative learning environment where all teachers and students are dedicated and motivated to learn and succeed to their fullest potential.

Provide the school's vision statement

The vision at Crystal Lake Elementary is to prepare our students so they will flourish as a responsible citizen in our global community.

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.

All parents were given the opportunity to complete a Snap Shot survey. The parents completed surveys through Snap Shot. This provided Crystal Lake information on what our community felt we did well and areas on which focus. The School Advisory Committee provided input at the end of the 2020-2021 school year on areas they see as important. Crystal Lake used this information when creating the School Improvement Plan.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Teachers and administrators use multiple strategies to contact families, including but not limited to,(1) contacting families prior to the start of school to welcome the students to the new school year, (2)inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) 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)

Parents are encouraged to participate in all things Crystal Lake Elementary! Teachers and administrators use multiple means of communication including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights, open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to students' grades and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) scheduling of parent conferences, (5) inviting parents to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using social media networks and school messenger, (8) advertising on the school marquee, (9) and numerous out-reach networks developed by school staff.

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.

Teachers and administrators use multiple strategies to contact families, including but not limited to, 1. contacting families prior to the start of school to welcome the students to the new school year, 2. inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, 3. providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, 4. ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, 5. inviting families to participate in SAC and PTA Boards, 6. inviting families to attend PTA meetings and participate in school related events, 7. using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, 8. advertising events on school marquees, 9. and numerous other out-reach strategies developed by school staff.

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.

Crystal Lake Elementary School is focused on ensuring the emotional-social needs of our students are met. We provide character development activities through our class council meetings and our squad meetings. Our administration, guidance counselor, ASD teacher and VE teachers provide support to the students and teachers by sharing information, strategies and collaborating as to what is best for our students. Our Career Crocs program provides students an opportunity to engage in tasks that provide students responsibilities in leadership positions. Our goal is to build relationships and create a safe environment where our students can thrive every day.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Ricky Carver	Principal	Ricky_Carver@myscps.us	All building operations & instructional practices.
Omayra Torres	Assistant Principal	Omayra Torres@myscps.us	Supports all building operations & instructional practices.
Brenda Knight	SAM	Brenda_Knight@myscps.us	Supports all building operations & behavior of students
Virginia Stokes	Guidance Counselor	Virginia Stokes@myscps.us	Provides social-emotional support including individual & small group counseling.
Kirsten Goldman	Instructional Coach	Kirsten_Goldman@myscps.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Erin Seo	K Team Lead	erin_seo@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
Jennifer Pemoulie	1st Team Lead	jennifer_pemoulie@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
Susan Hennessey	2nd Team Lead	susan_hennessey@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
LeAnne Briatico	3rd Team Leader	leanne_briatico@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
Stacey MIller	4th Team Leader	stacey_miller@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
Stefanie Ayres	5th Grade Team Leader	stefanie_ayres@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
Omayra Torres	Assistant Principal	omayra_torres@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.
Ricky Carver	Principal	ricky_carver@scps.k12.fl.us	To meet & gather data with DRAs, iReady, FSA, 95% & Teacher Created Formatives.

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.

Crystal Lake Elementary provides students the opportunity to learn and prepare for their future in both college and careers. All K-5 classrooms teach coding instruction to students. The lessons help Crystal Lake Elementary students develop the higher level thinking skills required for STEAM (Science, Technology, Engineering, Arts and Mathematics) careers. Every November Crystal Lake hosts Teach-In where individual professionals and company representatives expose students to information on careers and the requirements needed to work in these professions. Annually a district representative presents to our students the middle school magnet programs available. These programs focus on advanced educational paths and careers. Advance math courses are offered in grade 4-5.

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

Crystal Lake Elementary provides fourth and fifth grade students that are ready academically, advanced math courses. All students participate in coding lessons that promotes information and digital literacy, collaboration, perseverance and higher level thinking skills. Crystal Lake Elementary hosts after school clubs that focus on the STEAM careers. The clubs are SECME (Science, Engineering, Communications and Mathematics Enrichment), Art Club, GEMS (Girls Excelling in Math and Science), Chorus, Drama and Robotics.

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?
1. Student data folders (iReady, DRA, fluency, math interactive journals, etc.) 2. Each student will maintain a data notebook in grades K-5. 3. Teachers routinely conduct data chats. 4. Administrators/Leadership Team will conduct data chats with teachers. 5. Student-led data conferences	Principal - Ricky Carver Assistant Principal - Omayra Torres SAM- Brenda Knight Instructional Coach - Kirsten Goldman Gifted Teacher - Kevin Sevigny	May 2022	Y	Quarterly	1. Walk-throughs conducted regularly 2. Data chats with students using data notebooks 3. Student led parent conferences 4. Leadership team will meet with students to discuss data regularly

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?
1. The lowest 30% is monitored regularly through the Leadership Team and MTSS. 2. ELA and math data meetings are conducted every 3/4 weeks to monitor student progress. 3. A data wall is maintained and updated. 4. Data sheets for the lowest 30% are updated and maintained to track progress. 5. The Instructional Coach, and the teachers of grades 3-5 focused on the lowest 30%. 6. Leadership Team will be monitoring and mentoring students in the lowest 30% 7. Extended learning opportunities during after school tutorial	Principal - Ricky Carver Assistant Principal - Omayra Torres SAM - Brenda Knight Instructional Coach - Kirsten Goldman Guidance Counselor- Virginia Stokes ESE Teacher- Erin Irwin Classroom Teachers	May 2022	N	With teachers, this will take place weekly. With Students, this will take place daily, as they reflect on their data. With Administrators/Lead Team, as walk-thrus are conducted.	Electronic data sheets will be completed & Students clearly identified. Formative data results, FSA ELA results, iReady diagnostics Unit test result data, Comprehension assessment data

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?
1. Our high level 1 and high level 2 students are strategically placed in a small group setting during Literacy Club (intervention) to focus on differentiated instruction aligned to their skill needs. 2. Outside of the mandatory 60 minute math block an additional math intervention has been built into the schedule for remediation. 3. Instructional support has been allocated to provide small group interventions. 4. The high level 1 and high level 2 students are monitored regularly through the Leadership Team meetings and MTSS. 5. ELA and math data meetings are conducted every 3/4 weeks to monitor student progress. 6. A data wall is maintained and updated to track student progress. 7. Data sheets for high level 1 and high level 2 students are updated and maintained to track progress. 8. The Instructional Coach and the Digital Learning Coach support teachers in grades 4-5 focused on high level 1 and high level 2 students. 9. Teachers will conduct data chats with students.	Principal-Ricky Carver Assistant Principal-Omayra Torres Instructional Coach-Kirsten Goldman SAM-Brenda Knight Counselor Gifted Teacher-Kevin Sevigny Counselor-Virginia Stokes Teachers ESE Teachers	May 2022	Y	Teachers meet with their students daily at their level to discuss their goals. Teachers meet with their students during small group time. Students will be offered "After School Tutorial" based on their specific data. (iReady)	For ELA, Improved iReady Diagnostic results, 95% & DRA results. For Math, growth through DREAMBOX data & lessons. As well as, i-Ready growth through student assigned lessons.

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?
1. Our low level 3 students have been strategically placed in a small group setting during Literacy Club to focus on core standards. 2. The low level 3s are monitored regularly through Leadership Team meetings. 3. The Instructional Coach and the Digital Learning Coach support teachers in grades 4-5 focused on the low level 3s. 4. ELA and math data meetings are conducted to monitor student progress. 5. Teachers differentiate instruction in the core content areas. 6. Parent communication will be prioritized along with data chats. 7. Leadership team will work in conjunction with classroom teachers to prioritize interventions.	Principal-Ricky Carver Assistant Principal-Omayra Torres Instructional Coach-Kirsten Goldman SAM-Brenda Knight Counselor - Virginia Stokes Teachers ESE Teachers	May 2022	N	Teachers will assign higher level rigorous lessons on iReady. (Focus not as much on Phonics.) Continuous DATA chats with students on ELA / Math. Bi-Monthly communication with parents based on student data. Weekly parent communication through newsletters, student led conferences.	For ELA, Improved iReady Diagnostic results, 95% & DRA results. For Math, growth through DREAMBOX data & lessons. As well as, i-Ready growth through student assigned lessons.

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 Writing boot camp Tutorial teacher hired	Principal - Ricky Carver Assistant Principal - Omayra Torres SAM- Brenda Knight Instructional Coach - Kirsten Goldman	December 2021 & May 2022	Y	Tutorial teachers will work on ELA strategies to help improve students' skill need, as well as test taking skills.	Students will increase their levels on their iReady Diagnostic # 2 & 3.

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?
1. The school will monitor student attendance through the social worker and classroom teachers. Teachers will contact parents to notify of attendance concerns. 2. Truancy meetings will be scheduled as needed. 3. Squad meetings and squad rallies are conducted monthly to build connections and positive relationships and celebrate student accomplishments. 4. Ribbons for classroom doors to celebrate perfect attendance	Principal-Ricky Carver Assistant Principal- Omayra Torres Guidance Counselor - Virginia Stokes	Every 9 weeks	N	Daily	Ribbon on door EdInsight reports and letters

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Safety Survey – Hard Safe Corners in School	1. The school will provide information to staff through staff development about hard safe corners in the school. All staff will know where these locations are. A CROC is placed in every room for students to know the hard safe location. 2. Teachers will show students hard corners in rooms. Teachers will explain that every room has a CROC for safety. 3. During times when working with students the staff will remind students where the hard safe corners are located.	Principal - Ricky Carver Assistant Principal- Omayra Torres SAM Brenda Knight SRO Kim Fuehrer	November 2021	Y	September 2022	The safety survey that students complete will show 100% knowing where safe corners are in all rooms.

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?
In order to build relationships & connect with our faculty, staff, students & parents, we will 1. communicate frequently about school events on our Social Media Facebook Page, as well as our school website, 2. send monthly newsletters (Croc Talk) to all parents & faculty/staff, 3. Weekly Newsletters (Croc Tales) to all faculty/staff, 4. Promote Parental Involvement in school-wide events (PTA Events, Fundraisers, Book Fairs), 5. Teachers communicating with parents about classroom events/activities through teacher newsletters.	Ricky Carver, Principal Omayra Torres, Assistant Principal Brenda Knight, SAM Kirsten Goldman, Instructional Coach	May 2022	N	Monthly, Weekly	Social Media Posts, Hard Copies of Newsletters

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?
1. Students are offered the opportunity to participate in talent development, PRIMES classes, Maker Space, before and after school clubs and Blended Learning.	Principal- Ricky Carver Assistant Principal- Omayra Torres Gifted Teacher- Kevin Sevigny Guidance Counselor- Virgina Stokes	Daily	N	Throughout the school day After school	End of the Year i-Ready Growth Reports Advanced Opportunities Student Data Sheets FSA Data Club participation

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?
In order to increase the number of Digital Tools earned for our campus/classrooms, our goal is to: 1. promote more digital instruction in the classroom, 2. Teachers' lesson plans will incorporate digital learning in the classroom using various online resources, 3. Teachers will increase the use of tablets smartphones in the classroom for instruction, 4. Teachers will try to incorporate the use of connecting with classrooms from around the country & the world, 5. Makerspace activities/tasks will incorporate the use of digital tools.	Ricky Carver, Principal Omayra Torres, Assistant Principal Brenda Knight, SAM Kirsten Goldman, Instructional Coach Kathryn Wade, Digital Technology Coach	May 2022	N	Daily/Weekly in Classrooms	Teacher Lesson Plans, Photos of various activities completed in the classroom.

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 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.	Partially Almost
The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	Fully
School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	Fully

Action Plan

Indicator 1

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.

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?
• School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. • Data chats are conducted with students to create strong accountability and high expectations.	Principal- Ricky Carver Assistant Principal- Omayra Torres Instructional Coach- Kirsten Goldman Digital Learning Coach- Kimberly Hudson SAM- Brenda Knight Counselor - Nicole Farley	May 2022	N	Weekly	Assessment Data FSA Data Walk-through Observations iReady Growth

Indicator 2

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	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 • -- Newsletter	ESE Teachers	May 2022	N	Weekly	Assessment Data iReady Data FSA Data

Indicator 3

School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

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?
• The principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. • The principal requests services and supports to follow SWDs in the school. • The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. • The school is equipped to provide educational services to all students. • Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.	Principal- Ricky Carver Assistant Principal- Omayra Torres SAM- Brenda Knight	May 2022	N	Weekly	Administrators will be present in Student Study meetings Administrators will be involved in IEP writing Administrators will observe in classroom and support when needed

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
Collaborative Walk throughs with teachers/admin and Collaborative Open House Walk throughs (focused on Super Seven Indicators)	1		Collaborative Walk throughs with teachers/admin and Collaborative Open House Walk throughs (focused on Super Seven Indicators)	Classroom teachers	60	Principal Assistant Principal Instructional Coach
Cooperative Learning	1	February	Cooperative learning, Instruction and engagement	Instructional staff	60	Instructional Coach Teachers
Differentiated Instruction	1	12/1	Differentiated instruction in mathematics and reading	Instructional staff	60	Instructional Coach Teachers
ESE Supportive Services	1	8/15	Reading and understanding IEPs	Instructional staff	60	Guidance Counselor ESE Teachers
Restorative Practices	2	11/11	Social and emotional behavior support	School-wide	60	SAM
LLI Training 1st-3rd Grade	Low 30%	9/7/21	Every 10 lessons on LLI is equivalent to one year's growth.	1st-3rd grade teachers	17	Kirsten Goldman (instructional coach)
District Extended PDS	1, 2, 3	9/30, 1/13, 2/24	Focus on improving instruction, effective ways to enhance learning and preparing our students for future careers	School-wide	60	Principal Assistant Principal Instructional Coach
SIP Meetings	1, 2, 3	09/23, 10/28, 11/18, 2/10, 4/21	Committees meet to discuss current progress on areas of need from SIP	School-wide	60	Leadership Team

| Interactive Notebooks/Data Notebooks | 1, 3 | 10/23 | Student understood goals | Grade 5 | 9 | Principal Assistant Principal Instructional Coach |